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ABSTRACT

As part of a nationwide effort to professionalize the role of sheriff, this manual is designed to aid sheriffs who are in the process of planning or conducting a training program. In chapter 1 eleven specific objectives are identified for a department giving a training program: (1) to provide each deputy with the ability to function by himself; (2) to enable him to understand his role as a law enforcement officer; (3) to improve his communication skills; (4) to promote team work; (5) to conform to established police standards; (6) to develop specialized knowledge; (7) to keep the staff modern in attitudes, methods of operation, and equipment; (8) to obtain a basis for evaluating personnel; (9) to develop special abilities; (10) to evaluate standards of performance; and (11) to promote morale. Chapter 2 examines the value of training programs, emphasizing their planning and benefits and calling for legislative support and funding. Chapters 3-10 cover the topics of training personnel, facilities, equipment, methods, courses, schedules, evaluation, and resources. The major portion of this manual (chapter 7) focuses on the training courses, establishing five levels: top management, middle management, supervisory, refresher inservice, and basic recruit. A suggested curriculum outline is presented together with a bibliography and list of training films for each curriculum subject. Also included are the law enforcement code of ethics and a brief history of the sheriff's role. (ELG)

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MANUAL ON TRAINING FOR SHERIFFS

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PREFACE

This manual is designed to be a ready reference for a sheriff who is in the process of conducting a training program or who plans to have one.

The National Sheriffs' Association prepared the manual, and the Law Enforcement Assistance Administration financed its preparation and printing, as a service to law enforcement and as part of a nationwide effort to professionalize the role of the sheriff.

The sheriff of a large department will find much that can be useful in planning, administering, operating, and evaluating a training program.

In the writing of this manual, the problems of the sheriff of a small department were always under consideration. He will find this manual particularly useful.

A review of the myriad of reports on the crime situation in our daily publications and periodicals will reveal that staff training is considered essential for more effective law enforcement. Support for training is being furnished on all governmental levels and more stress has been placed on community involvement. It is with these obligations in mind that the project of writing the manual was assumed.

The National Sheriffs' Association intends, in the near future, to produce supplementary materials such as: complete lesson plans for all subjects in a basic law enforcement course, refresher courses, courses in specialization, supervisory, middle, and top management.

With the contents of this manual, the references mentioned, a good training staff, and the sheriff's support, the result should be a good training program that will benefit your department and the community.

LAW ENFORCEMENT CODE OF ETHICS

As a law enforcement officer, my fundamental duty is to serve mankind; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the Constitutional rights of all men to liberty, equality, and justice.

I will keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn, or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in obeying the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

I will never act officiously or permit personal feelings, prejudices, animosities or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force or violence and never accepting gratuities.

I recognize the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of the police service. I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession........ law enforcement.

THE SHERIFF IN HISTORY

A history of the sheriff is a history of man's self-government. It began sometime in the pre-Biblical ages. There is no way of knowing who the first sheriff was, if indeed there was a first. Perhaps he was a Roman Pro-Consul or Saxon-German — or perhaps he was an Arab sharif. Whoever he was, we know that there were sheriffs by the time the Book of Daniel was written:

> "Then Nebuchadnezzar the king sent to gather together the princes, the governors, and the captains, the judges, the treasurers, the counsellors, the sheriffs, and all the rulers of the provinces to come to the dedication of the image which Nebuchadnezzar the king had set up."

Babylonians, Egyptians, Hebrews — all had laws, and all must have had some kind of sheriff to enforce them. But our tradition really began in England. Early Anglo-Saxon communities were fiercely independent, resisting any form of central control. People lived in small rural tuns, ten families comprising a tithing. Each tithing elected a tithingman, the leader; and ten tithings were lead by a gerefa — which, in Saxon language, eventually became reeve.

Although every freeman pledged the good behavior of his neighbor, there was some need for law enforcement. Under Alfred the Great (871-901), reeves began to be combined, forming shires or counties, each shire led by a reeve. Eventually, he became known as the shire-reeve: "Keeper and chief of his county."

The shire-reeve was the chief law enforcement officer of his county, responsible for interpreting the law and maintaining order. But every tithingman was expected to share the obligation. Eventually sheriffs assigned four to six men in each tun to night watch, and they patrolled, carrying lantern and staff.

Between 700 and 800, sheriffs were generally appointed by noblemen who had been granted large estates by the king. They were supposed to protect the interests of the noblemen who appointed them. But this tradition of extreme localism came to an end in 1066 when the Saxons were conquered by the Normans; and as the Normans began to centralize government, they also began to centralize law enforcement.

In 1085, King William ordered a compilation of all taxable property in a census known as the Domesday Book. The sheriff became the official tax collector of the King. In 1116, Henry I established a penal code, in which murder, arson, counterfeiting, and robbery were made felonies. Although the Crown reserved to itself the power to punish, investigation and apprehension were delegated to his law enforcement officials, the sheriffs. Through the next century, as the power of the king increased, so did that of his law enforcement officers.

During the Westminster Period, 1275 to 1500, governmental reforms created the offices of bailiff and sergeant, supplementing the sheriff. But county government remained in the hands of the sheriff. He was the most important official, and frequently was known as the "great man" of the county. So it remained throughout the Commonwealth Period, 1653 to 1712.

When settlers left England to colonize the New World, they took with them many of their governmental forms, including their law enforcement system. In New England, where towns and villages were the principal governmental units, the watch and ward was used. In the Middle Atlantic and Southern states, where people settled on plantations, the county system was more natural. Apparently, when the first counties were established in Virginia in 1634, the office of sheriff began in America. Maryland followed, and in both states the sheriff was delegated the same powers of the office held in England.

As in England, respect for the sheriff was strictly enforced by law. A special seat often was reserved for him in church. Contempt against the sheriff was considered an offense punishable by whipping. At this time, sheriffs were responsible for both enforcing the law and punishing offenders. Their power extended to dealing with religious nonconformists.

When the American frontier began to move westward, so did the sheriff. The 19th Century was the golden age of the American sheriff. Characters like "Wild Bill" Hickok, Wyatt Earp, and John Slaughter are a colorful part of American history.

Today, the sheriff, like all law enforcement officers, is faced with unprecedented challenges. But, if history is a guide, there is little question that the office will adapt, grow, and change to meet the needs of modern law enforcement. The sheriff is an integral part of the American law enforcement system, descendant of an ancient tradition, conserving the most distinguished features of it.

CHAPTER 1

OBJECTIVES

In planning a training program, as in any other type of operation, the very first step is to determine your aims.

Just what is it that you hope to gain from the training of your deputies? Of course, you want each to become a good law enforcement officer or to improve his abilities. Consider the following as more specific objectives.

1. To Provide each Deputy with the Ability to Function by Himself.

In a small sheriff's department, the deputy will frequently be on his own in performing such duties as an investigation at a crime scene, handling juvenile law offenders, taking photographs, controlling a crowd, and apprehending criminals. He cannot readily get the staff of specialists that is immediately available to assist the law enforcement officer working in a large city.

By himself, the deputy must also be able to handle situations requiring the use of force; therefore, training in the appropriate and effective use of weapons, as well as unarmed defense, becomes a basic necessity.

2. To have the Deputy Understand his Role as a Law Enforcement Officer.

The man wearing the badge represents authority. He should be taught to act with the dignity and the responsibility it merits so that he does not abuse the privilege. This requires understanding.

A deputy may function "by the book" and in an acceptable manner; but a good officer goes beyond that and does his job with understanding.

Law enforcement encompasses a vast area of police know-how. This includes the officer's realization of his place in the administration of justice. Knowing that he is not the law unto himself and that his word is not sufficient to get a conviction is very important. Familiarization with the functions of the prosecutor, the jail, probation, prison, and parole, will give him a better understanding of his own position in criminal justice.

3. To Improve the Ability of the Deputy to Communicate.

Every officer is required to write reports and to testify in court. Upon his ability to do so with confidence and effectiveness depends the success or failure of a case. A review of elementary grammar and spelling may be helpful. Also important is his ability to present the essential facts, orally or in writing, in a logical, concise, and objective manner.

The way a deputy testifies before the court can gain the confidence of the judge and jury and reflect credit upon the office of the sheriff.

Instruction in writing reports and testifying in court are necessary subjects in a recruit training program. A review of these subjects can prove worthwhile in in-service training courses.

4. To Promote Team Work in Law Enforcement.

So long as there are two or more persons on the staff, there is a team working towards a common goal. The student should be made acquainted with the department units and their functions so that he knows how they may assist him either administratively or operationally.

Team work sometimes includes working with other law enforcement agencies as part of a larger project or for special situations.

Teaching the standard procedures of the department will work toward getting from each officer the kind of action upon which one can rely in a situation requiring that a number of men work together on a law enforcement operation.

5. To Conform to Established Police Standards.

The trend to establish standards in all government operations has been gaining ground rapidly with particular emphasis on standards in law enforcement.

Training at all levels is a universal standard.

Most states have adopted a uniform Police Standards Act. The time is approaching when every state will require the successful completion of a course of study in order for a person to be certified as a law enforcement officer.

6. To Improve Law Enforcement by Developing Specialized Knowledge.

There are skills that demand more than the basic ability taught to a recruit deputy. These include scientific crime detection, investigation techniques, using advanced technical equipment, special handling of juvenile cases, the more recent requirements of Human Relations, understanding minority groups, and the elements of Sociology. These special abilities require advanced in-service training for supervisory and management personnel, either within each department's training facilities, a regional training school, or in a school of higher education.

7. To Keep Up with Changes in Law Enforcement.

Every sheriff knows that there have been rapid changes in law, police equipment, procedures, and administration. In fact, the changes in our society's growth, values, and morals have affected the crime problem to the extent that crime control has become one of the nation's top priorities.

For a Law Enforcement organization to operate effectively, every member should become conversant with new developments and expectations. The recruit course should include the new methods, equipment, knowledge, and attitudes as basic instruction. The experienced officer undergoing in-service training must unlearn some of the old and receive training in the new.

Many states have amended their penal codes. There have been court decisions that make changes in investigation techniques and arrest procedures mandatory. Limitations on the authority of the police have been defined and the rights of the accused are more jealously guarded. The community and the peace officer are more vulnerable to liability than ever before. The deputy should be prepared to function in this new atmosphere affecting police duties. The application of science and extensive research have resulted in improved Law Enforcement equipment. The sheriff should be supplied with these new products and should train his staff in their use.

The old ways of doing things have not always proved to be the best. Competent committees have made extensive studies and new law enforcement procedures have been developed.

A basic knowledge of Human Relations and Sociology should be part of the mental equipment of the peace officer. Many law enforcement departments have incorporated such courses into training programs at all levels.

The complexity of law enforcement responsibilities in modern society must be met with adequate preparation for those who have to do the job. The old timer who received his training as recently as several years ago will now find himself at a disadvantage that should be rectified by a program of in-service training.

8. To Obtain a Basis for Evaluating Personnel.

The nature of the training program will cause the student to display characteristics of his personality of which the sheriff should be made aware. This is very important in the training of recruits. Some may demonstrate traits of character that render them a poor risk for retention on the force. Some may be singled out for closer observation and supervision. It is also worth noting the favorable characteristics of some students for consideration in assignments and professional development.

Some of the important attributes that may be observed during training sessions are:

a. Degree of intelligence.

b. Ability to communicate orally and verbally.

c. Emotional stability.

d. Sociability.

e. Physical aptitude.

f. Mechanical aptitude.

g. Special talents, e.g., photography, drawing.

h. Personal appearance.

i. Organizing self activities.

j. Adhering to expectations, e.g., Rules and Regulations.

The academy course of training inevitably causes each student to know the others rather well. This acquaintance proves valuable among men who will work together for the duration of their careers.

9. To Develop Abilities.

The subject matter assimilated at a training session should improve each student and help him advance toward creating a better criminal justice system.

Those officers who desire to perform better in their present status or wish to prepare for a higher position should be given the opportunity to study and attend training courses formulated for those objectives.

Assignments to special details and to supervisory positions should be preceded by preparatory courses for these new duties.

An impending promotional examination presents an excellent incentive for officers to attend a special course to prepare them to compete. Thus, the level of selection can be raised and all those attending receive the instruction which should make them perform better on the job.

The officer who intends to make a career of his profession should be acquainted with the outside opportunities that exist for further professional development. This includes schools of higher education, such as junior colleges, colleges, and universities that provide a curriculum in law enforcement. The federal government has an Academic Assistance Program designed to help finance the attendance of such officers and encourage a department to allow them to participate.

There are regional law enforcement institutes in practically every subject concerned with Police Science, to which career personnel can be sent for short periods of time.

10. To Evaluate the Standards of Performance.

Fortunate, indeed, is the sheriff whose staff does not include men who are in need of corrective action, either because of a need for further instruction or a need for change in their attitude toward their responsibilities. In either case, some training is indicated.

Even excellent officers can perform better with additional training. A review of standard procedures can reinforce their knowledge of the subjects they know well and shed additional light on weak areas. Training in the form of a detailed critique of a case or an operation is useful in this respect.

In the relatively short roll-call training periods, carefully planned subjects can be valuable in achieving this objective.

11. To Promote Morale.

The officer who knows that he is a member of a well trained, and consequently highly respected law enforcement unit, has more pride in his job. Pride and esprit de corps promote good morale.

Morale is reflected in the manner in which the deputy deports himself, in which he wears his uniform, and relates to the public. It pays off in more efficiency, fewer disciplinary problems, in loyalty, and in the desire to remain and advance as a law enforcement officer because of job satisfaction.

SUMMARY

Objectives are the aims, goals, and missions of a training program. All that follows is directed toward their achievement. Plans and programs for training and education of a sheriff's staff should be constantly reviewed to see that they are in line with the objectives of his department just as the objectives are in accord with its needs.

In this chapter, a list of objectives has been drawn up followed by a brief clarification of each. All or some may fit your needs. Other objectives may be established as new situations arise, or to suit a need for change that applies to your community. The achievement of these goals will:

1. assure that each deputy is equipped to handle his responsibilities by himself.

2. produce deputies who understand more than the printed word of the law and can operate with flexibility.

3. result in a strong law enforcement team with each man capable of operating alone or as a reliable member of the team.

4. provide the department with the benefits of the maximum use of the special abilities of its deputies.

5. keep the staff modern in attitude, methods of operation, and equipment.

6. get the staff to know each other better; hence, to know to what extent they can count on support.

7. develop the deputy's desire to progress to higher standards of performance.

8. result in well-prepared reports.

9. obtain a high standard of deportment when a deputy testifies before a court.

10. create and maintain the confidence of the public.

11. keep the force proud, content, and aware of its importance to the safety and security of the public.

In short, adequate training can help bring the incidence of crime to a minimum.

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CHAPTER 2

PLANNING YOUR TRAINING PROGRAM

> No person, regardless of his individual qualifications, is prepared to perform police work on native ability alone. Aside from individual intelligence, prior education, judgment and emotional fitness, an officer must receive extensive vocational training before he can understand the police task and learn how to fulfill it. (The President's Commission on Law Enforcement and Administration of Justice: Task Force Report: The Police).

1. Why Train?

It is increasingly apparent that the law enforcement administrators of this decade are being challenged to provide new ideas and solutions to age-old problems which have been, and are, intensifying. While training of personnel is not new, it is a law enforcement operation that is currently under severe criticism and considered in need of improvement.

These guidelines are presented to aid in the establishment of training programs in those departments seeking to better their presently existing programs.

Regrettably there has been considerable apathy in the past toward training from within law enforcement departments as well as from without. If we are to succeed in the further professionalization of law enforcement, a twofold task confronts us:

a. The concept of the public toward law enforcement must be changed; and,

b. The peace officer's concept of his own role in modern society must similarly be altered.

Any training program, therefore, must be measured against the degree of success it achieves in serving the needs of both the community and the department.

It would be wise for a study to be undertaken to determine the training needs of the individual law enforcement officer. What are his primary and secondary duties? It is desirable that a training program be so designed as to attempt to equate his training with those duties.

There are many theories today concerning the extent of training the law enforcement officer needs before he is competent to practice his vocation.

Two basic points for consideration in planning a program are:

a. What duties does a law enforcement officer really perform?

b. How much training is required to enable the officer to perform these duties effectively?

In one way or another, training is going on in your department right now. It may be the right or the wrong type of training. Nevertheless, it is still training. The main criterion that should be used in determining its quality is: "Does the form of training I employ produce for me law enforcement officers who are efficient and effective and who meet professional standards?"

It is an established fact that it is a great deal harder to untrain a person who has been incorrectly trained, than it is to train him correctly in the first place.

2. Cases in Point.

The following cases are cited to emphasize the civil liability of the law enforcement agency and the political entity that sponsors it.

NEWARK, NEW JERSEY -- "Negligent Handling of Firearms"

"A Newark, New Jersey, police officer in off-duty status removed his service revolver (worn by police regulations) in his bathroom and the weapon fired. The bullet pierced a 6-1/2 inch wall and struck a child in the adjoining apartment, paralyzing her for life." In a suit against the officer and the city, it was contended that the city was negligent in that:

a. no instruction had been given to the officer in off-duty firearms safety;

b. the officer was using a dangerous holster which would allow the weapon to fall out;

c. no retraining had been given to the officer since the original three (3) day firearms class, and

d. he had not fired the weapon for over 16 months.

The verdict was for $255,000.

A great deal of training could have been furnished for $255,000.

In the area of "Negligence in Jail Operation," the following case is cited: "The failure to provide appropriate supervision and training may bring about civil liability on the part of the attending officers, as well as their supervisors. For example, a town was held subject to liability for the negligent acts of its police officers in placing the decedent, in a helpless condition of intoxication, in the town jail and then leaving it locked and unattended. The decedent died of smoke suffocation during a fire."

3. Cost to the Community.

Until recent years, the doctrine of sovereign immunity was in effect in the United States. Under this doctrine, government bodies could not be sued unless they gave their consent. There is today, a trend established by court decisions that is rolling away this protective shield. Governmental bodies are now being sued without their consent. In many states, the sheriff has always been, and still is, responsible for the action of his men. The acts of an untrained man in the performance of his duties can be a costly item in an administrator's budget.

The cases cited were brought about, at least in part, because of inadequate training provided for the officers involved.

To protect himself and his employing units of government from civil liability arising from wrongful actions of improperly or inadequately trained personnel, the wise administrator will establish the best program of training possible under existing conditions and will work unceasingly to expand and upgrade that training.

A properly trained person does a more effective job with fewer mistakes. This is highly important because, at the present time, split-second decisions, which must frequently be made by law enforcement officers in the field, have a potentially far greater impact on society than at any other time in history.

4. The Small Department.

With the ever-increasing realization of the need for more and better training for law enforcement officers, there is one question which is heard perhaps more often than any other as one visits various law enforcement jurisdictions. That question is: Where can smaller law enforcement agencies obtain quality training?

The National Sheriffs' Association has long held that any training program must combine old and new, i.e., retain those ideas which have proved themselves through the years, and at the same time strive continually for new and better methods and ideas.

One method which can accomplish this aim is the establishment of regional training programs and academies. The Crime Commission Report also discusses this approach to the problem of providing training for smaller departments which lack the resources to set up individual training facilities.

5. Regional Training Arrangements.

Regional training may be accomplished in several ways. These include:

a. Several law enforcement agencies may combine in a training confederation, whereby one classroom or set of classrooms, one group of teachers, etc., may serve the needs of all.

b. A mobile school may be established, e.g., a classroom on wheels. The cost may be shared by several agencies and made available to all on an alternating basis.

c. Federal or state tax monies, which are already available, may be requested to establish and/or maintain training facilities which can be used by various law enforcement agencies within a state or geographical area.

d. Colleges or universities may be convinced of the desirability of establishing short-term training programs other than their regular degree programs.

e. Junior or community colleges may similarly be convinced of the need for establishing training programs on a certificate basis rather than an associate degree basis.

f. Adult education facilities within the regularly constituted system of secondary education may at times be similarly utilized.

6. State Sheriffs' Associations.

One of the most promising forces for a dynamic training program for sheriffs' departments is the state sheriffs' association within each state. These associations can be active in planning, obtaining finances, and implementing law enforcement training.

The progressive state association will concern itself with training. A training committee within the association is vital.

Any program designed to upgrade training and education can then be presented to the state association's full membership for consideration and, hopefully, for affirmative action.

The strength and prestige of such an organization can produce needed legislation, financial support, coordinated programs, and a louder voice in the destiny of law enforcement training within each state.

Since the sheriff is the chief law enforcement officer in his county, he must provide the best possible service to the people within his jurisdiction. Adequate training for all peace officers within his county may validly be considered the cornerstone upon which the establishment of professional service rests.

7. How to get Started.

Now that we have determined the need for training and some worthwhile objectives, the question arises as to how to achieve these goals. If your department is a large one, with a sizeable number of personnel and a close relationship with many of the county government agencies, your problem will not be so great as that of a smaller sheriff who has fewer personnel to draw upon and who may find difficulty in gaining the financial and other types of assistance he may desire. Nevertheless, all you need to begin is the determination to do so, and the enthusiasm to put the program across. The rest takes planning which can be accomplished by a committee of one or, preferably, by a committee representative of law enforcement educational institutions and community activities.

8. Who Will Do The Job?

You may decide to do it all by yourself, or appoint one of your more experienced and dependable subordinates, or call upon members of other police or sheriffs' departments, or call upon people from the community who could offer their expertise for planning and presenting the subjects in which they are qualified. Some of the people that you might consider, outside of your own staff, are: judges, prosecutors, members of the Bar Association, the American Red Cross, the medical examiner, college professors, and personnel from the larger commercial establishments in the community such as a member of the security staff of a manufacturing plant.

9. Whom Do You Want to Train?

Of course, you will want to see that the recruits get the proper training to enable them to function adequately. You may want to provide special training for your management group and first line supervisors, for your experienced men to bring them up to date, and for those who are deficient in the performance of their duties and need continuing or refresher-type training.

10. Time For Training.

There are training programs of intensive instruction for periods of six months duration. There are programs that could be offered during duty hours, after duty, for one day, for one week, for a month, or for several hours a week. There are full-time programs in which students are required to remain in class, and there are programs planned for four hours classroom training and four hours on-the-job training. Numerous combinations can be considered to suit your situation for the type of training you wish to have, the cost, and the facilities available to you.

11. Where Will Such Training Take Place?

With the exception of roll-call instruction, it is not advisable to offer training in the squad rooms. It is preferable to get it away from the general assembly areas and hold class in a court room or in a school room. Perhaps the library has a room to offer. Colleges may be pleased to cooperate. The training area should be suitable for the type of training you wish to give. For example, firearms training should necessarily take place at an approved firing range with a classroom in which the students may get a review of the fundamentals prior to going on the firing line to shoot. There may be special areas needed for training in the use of chemical agents and for mob control. Suitable classrooms may be required in the event special audio-visual equipment is used.

12. Training Aids.

Will your training area be provided with a blackboard only, or will it have a full scope of audio-visual materials

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to make the most effective use of each instruction period?

13. Motivating Your Staff.

There must be planned efforts to make training inviting and participation worthwhile. One way is to show the trainees how the training will relate to their careers on the job in terms of more authority, a better salary, and more prestige.

14. Public Relations.

A number of values can be gained from a training program which relates to the role of the sheriff's office in law enforcement and in the community. Therefore, you should intensify your Public Relations program and utilize every method to bring the commendable operation of Staff Training to the attention of the public. The news media will help enlist the aid of civic groups and qualified personnel for your project.

15. Training Needs.

Needs may be determined through studies, complaints, reports, adverse publicity, and from the men themselves. There are new problems arising and new demands upon the law enforcement officer's technical and physical ability and emotional stability. The numerous demonstrations, riots, and civil disturbances that have occurred recently have spurred efforts at all levels of government to cope with these problems. The training and equipment that have been developed to meet these threats are credited with having reduced such occurrences.

16. The Basis for Courses.

The courses required to fulfill the needs should be determined by the training committee. An excellent guide for this purpose can be found in the minimum police standards that have been adopted by many states. However, the required courses may not fill the needs for special training suitable for law enforcement situations peculiar to your area of responsibility. The special courses can be designed by your own staff.

The following chapters will go into greater detail on some of the subjects concerned with planning.

SUMMARY

This chapter discussed the fact that training of one kind or another is inherent in a law enforcement agency. It behooves the sheriff to provide quality training because in the long run, it may prove less expensive than not providing formal training. Two incidents were cited to prove this point.

All sheriffs' departments regardless of size, in addition to their own training programs, may acquire quality training through a variety of sources, e.g.,

a. National Training academies.

b. State training academies.

c. Regional training arrangements.

d. Universities.

e. Colleges.

f. Junior Colleges.

g. Institutes.

h. Seminars.

i. A mobile school.

The state sheriffs' organizations and state agencies concerned with peace officers' standards, training, and education, can act as prime movers for professionalization by using their strength and prestige to influence legislation, obtain funding, and motivate their members to provide the proper type of training programs to suit law enforcement needs in this changing society.

CHAPTER 3

TRAINING PERSONNEL

The principal instructors in the training picture may come from within the ranks of the sheriff's department. Their efforts can be supported and supplemented by outside resources. The one person upon whom the success or failure of the program depends is the sheriff. It is he who must realize the importance of training for the accomplishment of his law enforcement responsibilities. Only he can set the spirit in which training will be implemented and operated. The sheriff should start the wheels in motion by:

a. appointing a competent member of his staff as the Training Officer;

b. enlisting the aid of qualified people from the community to plan and participate in the training program.

1. The Planning Committee.

The Planning Committee makes its recommendations to the staff. It may decide to call in for consultation some of the professional organizations and other sheriffs who have been successful with their training programs. By doing so, each can benefit from the experiences of the others and avoid the costly mistakes that may be the result of inexperience. The planning committee performs the following functions:

a. To establish liaison with the state law enforcement planning agency.

b. To promote necessary legislation.

c. To plan the levels of personnel to undergo training. This entails consideration of a:

(1) basic recruit course

(2) refresher in-service course

(3) special courses to meet special situations.

(4) supervisory courses.

(5) middle management course.

(6) top management course.

d. To plan for seminars designed to promote better understanding and closer collaboration between the departments concerned with the administration of justice.

e. To determine whether training should be provided on a local, regional, or state level.

f. To arrange for buildings, rooms, and areas to be used in the program.

g. To plan for replacement of trainees during their attendance. This is a very frequently overlooked factor in planning. Sheriffs are reluctant to send men for training at the expense of leaving a number of posts uncovered or spreading the force too thin for effective coverage.

2. Training Committee.

When the plans are materialized and you have the necessities for a program, the Planning Committee is then replaced with a Training Committee. The Committee could consist of at least the sheriff and his Training Officer. It should be augmented, when feasible, by one or more of the following:

a. Superior Officers from the Sheriff's Department.

b. A judge.

c. A prosecutor.

d. An attorney.

e. An educator.

f. A member of the Chamber of Commerce.

g. A representative of the Clergy.

Their functions would be:

a. To continue the efforts of the Planning Committee.

b. To determine the needs of the department that can be best satisfied by training.

c. To develop a curriculum to meet these needs.

d. To determine the number of hours devoted to each level of instruction or for special courses.

e. To decide the time elements allocated for each course in a program.

f. To select a staff of instructors.

g. To select classrooms and areas for each program and course of instruction.

h. To draw up schedules for each course.

i. To requisition and control training aids and equipment.

j. To set standards for the conduct of the courses and exercise quality control.

k. To publish a bulletin.

l. To meet at the request of the sheriff for the purpose of evaluating progress, making necessary changes and discussing administrative matters.

m. To determine the budget for conducting the programs, and the means of getting the budgetary support.

3. The Training Officer.

The staff member that the sheriff selects to carry out the administrative and operational responsibilities of the training program is the Training Officer. The sheriff of a small department will probably assume these duties for himself. When selected from the staff, the training officer preferably, should be a superior officer at least a rank above those he is to train; with experience and proven ability. His assignment can be either in addition to his other duties or exclusively concerned with training. Some organizations use the training officer, or staff, to comprise a planning unit which develops plans to meet special situations and trains the staff to cope with them.

Duties of the Training Officer may include:

a. Functioning as a key member of a training committee.

b. Functioning as a member of the department planning unit.

c. Studying reports, incidents, crime statistics, and engaging in other research in order to recommend meaningful courses of instruction.

d. Coordinating and corresponding with other law enforcement agencies on matters affecting training.

e. Arranging for field training for individual officers and write progress and evaluation reports on them.

f. Making necessary arrangements for training courses to include:

(1) publication of schedules

(2) preparation of training areas

(3) assisting the instructors to prepare for training sessions

(4) setting up training equipment

(5) mimeographing and distributing handouts, quizzes, and examinations.

g. Arranging for roll-call training.

h. Keeping training records, to include:

(1) dates of courses

(2) names of students

(3) attendance

(4) achievement of each student

(5) evaluation of each student

(6) evaluation of each instructor

i. Procurring and distributing relevant materials for distribution to the staff, such as important court decisions affecting law enforcement duties, changes in departmental procedures and educational opportunities.

j. Operating the staff training library.

k. Operating the weapons and chemical agent (tear gas, etc.) training ranges.

l. Counselling personnel on training and educational matters.

4. Instructional Staff.

One of the most important and difficult tasks with which you will be faced is that of selecting instructors for your training program.

The staff may consist of just one person who is the sheriff himself, or preferably a number of qualified instructors selected from his staff and recruited from the community.

5. Administrative Staff.

This staff is supervised by the training officer. It consists of the clerks necessary to:

a. do the typing of correspondence, lesson plans, reports, and bulletins.

b. mimeograph handouts, quizzes, examinations, and notices.

c. keep records.

d. perform other duties as the training officer sees fit to assign.

6. The Ideal Instructor.

He would be a member of the sheriff's staff who has well-rounded experience in the subject he will teach as well as the ability to organize his material and present it in an effective manner. Such an instructor could relate more closely to his class as he would have a depth of perception and a wealth of anecdotes to illustrate each point in the lesson from his actual experiences. But such men are hard to find. Therefore, we are obliged to choose the instructor who most closely fits this picture and attempt to strengthen his weak points in teaching. Field experience by itself will not give the instructor sufficient knowledge to teach. It must be supplemented by the acquired ability to apply the principles and techniques of law enforcement training.

Let us take a closer look at the qualifications of a good instructor.

a. Ability to Teach what he knows and can do. Although the ability to teach is important, it is felt by some authorities that possession of specialized knowledge is the important factor and the ability to instruct is secondary. This is a debatable question, but one that should be carefully weighed. Although the deputy who is detailed to instruct has the right personality and the proper technical knowledge, he should still receive training in basic principles of teaching. The local school system may assist in this matter as its teachers are required to participate in in-service training programs that include courses in teaching techniques. The military may also be able to assist in instructor training.

In recruiting instructors for the training program, it should be remembered that, when possible, one should go outside the department to select experts in specific fields who possess the ability to teach. In this way a well rounded staff of instructors can be acquired. This results in a more varied program.

b. Knowledge of the Subject Matter. If an instructor does not have an adequate background in the subject, either by actual experience or an appropriate education, and preferably by both; he will be unable to teach properly.

This background should be determined by:

(1) the scope and nature of the experience of the man in his field of instruction;

(2) the degree in which his ability has been recognized by his superiors;

(3) the degree to which he is recognized by his associates as an authority on the subject;

(4) the degree to which his ability is regarded and respected by others in the department and institutions;

(5) the amount and quality of formal education and in-service training he has received.

c. Ability to Relate to His Students. The third essential quality of an effective instructor is his ability to relate to his students. This quality is usually a product of the instructor's personality. The personality of an individual governs the manner in which he deals with ideas, situations, other persons, and himself. It is the sum total of all the attributes of a person to which other persons respond either favorably or unfavorably.

The ideal instructor will establish a good rapport with his students because he:

(1) Will not Bluff. If when assigned, he does not know his subject; he will know it when the time comes to teach it. If he does not know the answer to a question, he will admit it and have it the next time the class meets.

(2) Talks at the proper level, by neither talking over the heads of his students nor talking down to them.

(3) Avoids profanity as it detracts from his dignity and sets a poor example.

(4) Respects the person and opinion of the student by reinforcing correct statements and correcting wrong ones without using ridicule or sarcasm.

(5) Will not lose patience with the slow student. Instead, he will seek a more effective way to get the information to him.

(6) Will sense the attention of the class. If it is lagging, he will use some device to reawaken interest.

(7) Will consider each session a challenge, and not a fight. The object is to convey the points in the lesson so that they are understood.

(8) Will set a good example of personal appearance, mannerisms, speech, courtesy, and stability.

7. Objective Selection.

When rating an individual on the essential qualities of an effective instructor, a very objective approach should be taken to insure that the best instructor for the subject is obtained. By no means should the only qualification for an instructor be the fact that he is a friend or that he has been a law enforcement officer for a long time.

For many years, it was generally believed that anyone with adequate police experience would be capable of being a fully qualified police instructor. Now that police subjects are more structured, scientific, and multi-disciplined, the successful instructor must be equal to the task in teaching ability, knowledge, and personality.

Teaching of law enforcement related subjects is in no way limited to law enforcement officers. There are many subjects that can often be more competently presented by qualified citizens from the community. Prosecutors, psychologists, medical doctors, chemists, college professors, and nurses are examples of the skills that may be recruited. Properly approached, these citizens will be more than willing to assist the local law enforcement administrator in training his officers in the subject areas in which each is particularly qualified.

Some subjects that can more profitably be taught by someone from the community are: Rules of Evidence and Testifying in Court, which can be taught by a judge; Accumulation of Evidence, a good subject for a prosecutor; and The Rights of the Accused, a subject that a defense counsel will probably be glad to handle.

A logical place to seek assistance is a nearby Junior College, College, or University. If any nearby institution has a police training program, it may be in a position to provide expert instructors from its faculty. Don't be reluctant to collaborate with outside institutions. After all, they are in the teaching business; they have personnel and facilities whose main purpose is educating. Their instruction can provide a fresh viewpoint for your trainees. Even if a nearby college has no law enforcement program (under the Omnibus Crime Control and Safe Streets Act, it is eligible for assistance to begin one), it does have instructors in English, Psychology, Sociology, Chemistry, and perhaps Medicine and Law.

Community agencies can be helpful in providing expert instructors in subjects with which they are directly associated. The American Red Cross can assign instructors to qualify your men as instructors in First Aid. The Medical Examiner can teach a phase of Homicide Investigation. A photography company can be a resource for an instructor in Photography. The Mental Health Department can supply an instructor in Recognizing Symptoms of, and Handling of, the Mentally Disturbed. A large industrial corporation may have instructors in Public Relations and Plant Security. Instructors may be obtained from juvenile agencies, the jail staff, the probation department, and the parole department.

8. Improving the Instructor.

Whether the instructor is good or is failing in some respects, there is always room for improvement. The sincere instructor will improve by:

a. making a constant effort to do so.

b. analyzing his good and bad points.

c. focusing on improvement in weak areas.

d. adopting the good points of other instructors.

e. obtaining assistance from other instructors.

SUMMARY

The personnel involved in a training program, in addition to the student body, comprise:

a. The Planning Committee

b. The Training Committee

c. The Training Officer

d. The Staff of Instructors

e. The Administrative Staff

It has been emphasized that community, agency, and agency personnel should be involved in the planning and training committees, as well as in the presentation of some of the courses.

The duties of each of the committees and staff members have been enumerated and the characteristics of a good instructor have been described.

The importance of replacing the deputy who will participate in a training program cannot be overstated.

Successful activities are planned ahead in sufficient time. The problems and requirements must be anticipated and plans must be formulated to meet them.

CHAPTER 4

TRAINING FACILITIES

Training does not necessarily have to be conducted in a college or academy or, for that matter, in a formal classroom. If these facilities are lacking, it can be held anywhere. However, to improve the efficiency of your training program, you should give careful consideration to the facilities in which it will take place. Let us consider some of the alternatives that may be available to you.

1. Conference Room.

If the group to be trained is small, and you have a room within your stationhouse that can lend itself to training, it would be preferable to other places in the stationhouse such as the squad room or any of the surroundings familiar to the deputy in his daily activities.

2. A Regional Academy.

Such an arrangement can be organized through the cooperation of two or more sheriffs for the purpose of training personnel in a common facility that is suitable for that purpose. It would combine the manpower, facilities, financial resources, equipment, and other necessities for a training program so that they can be mutually beneficial. The regional academy should be within traveling distance for the students. If it is held at so great a distance as to require the students to live-in, or if it is deemed best for the students to live-in during the training period, living quarters will be necessary. It will be most convenient for the academy to be located in a community where such facilities are readily available.

3. A Room in a Local School.

Through consultation with the principal, a room and gymnasium can be set aside in a school building during suitable hours of the day to allow training for law enforcement officers. The school may be of further assistance by making available some of its personnel for planning the training sessions, organizing the schedules and training the instructors.

It might loan you the equipment you need but have been unable to purchase because of budgetary limitations.

4. The Local Library.

Modern libraries have community meeting rooms which may be made available for training. Libraries, too, are equipped with the audio-visual material which you might borrow to make your training more effective. Some will arrange a special shelf of books required and related to the subjects in the course.

5. A Room in the Court Building.

Courtrooms usually are available at certain times of the day. They are well equipped, have good acoustics, and provide the right atmosphere for courses in courtroom demeanor and law.

6. The Range.

This must be an outdoor area, if you are training your personnel in the use of chemical weapons. However, if the training is solely in firearms, a properly ventilated and equipped indoor range may be suitable for the purpose, although the outdoor area, designed as a firing range, is highly preferable. Some communities have a common range that is used by a number of law enforcement agencies. Many police departments use the local armory which invariably has a firing range included in its facilities.

7. In a College.

If you are fortunate enough to be near a Junior College a conference with the President of the College can result in the initiation of a Police Science curriculum to provide education ranging from short courses of a few hours duration, to a full program leading to a degree. At this writing, there is financial support for colleges to provide such education and training and for qualified students to attend them.* If the college has such a program in effect, it may include on its faculty well-experienced police administrators who make effective training managers and instructors. The levels of college education, for degree credit, start with the Junior College which offers two-year associate degrees, progresses to the Senior College which offers the Bachelor's Degree, then to a University that offers the Master's and Doctoral Degrees. All degrees may be specifically in a subject related to Police Science or the customary arts and science degrees with a specialty in Police Sciences. While Colleges teach the philosophy, principles, and techniques of police operations, they are not equipped to offer the specific training that is applicable to your community for handling the day to day problems peculiar to it unless instructors from your department are included on the faculty. This can also be arranged.

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*Law Enforcement Education Program, Law Enforcement Assistance Administration, U.S. Department of Justice.

8. A Tour of Law Enforcement Activities.

Such a tour is in effect a facility for orientation in the administration of justice. The recruit should visit the various operational and administrative offices within his own department, as well as the booking office, identification room, laboratory, and other specialized activities. He should also be taken on a tour of the various courts, the lock-up, the jail, the prison, the office of probation, and the office of parole.

9. The Ideal Classroom.

Training can take place if the desire to provide it is there, and the right people to accomplish the job are on hand. The place in which to conduct training is probably the least of the problems.

The ideal classroom would have the following attributes and equipment:

a. Comfortable seats for the students.

b. Privacy; no distracting noises or items on the wall, so that attention is focused on the instructor. The class should not be so close to another class that their activities interfere with each other.

c. A lectern, a platform upon which the instructor can stand, and a table, or a desk, on which the instructor may place his notes and which serves as the focal point for his position in the room.

d. A chalk board (preferably a large one) for illustrations and electrical outlets for the audio-visual electrical equipment.

e. Good lighting so that students who wish to take notes or read the illustrations can do so without difficulty.

f. Good acoustics, so that the students can hear the instructor without strain.

g. A clothes closet for the students to hang their clothing rather than take it with them to their seats.

h. Washrooms, drinking fountains, and a ladies room in the event the class includes female students.

i. Good ventilation to prevent drowsiness and inattention.

Any approach to the ideal classroom will suffice so long as the instruction is good.

Many of our nation's greatest men were educated in "make-do" school houses. They had the native ability and a good teacher to bring it out. It would seem that the educational facility was not a barrier to their learning and success.

SUMMARY

The training facilities are not the most important consideration in a training program. Nevertheless, the facilities that are best suited for the subject and the type of instruction should be obtained. The alternatives listed are:

a. A conference room

b. An academy

c. A local school

d. A local library

e. A court building

f. A range

g. A junior college

h. A college

i. A university

j. A tour of law enforcement activities.

Colleges may be used for institutes, seminars, workshops, individual courses or programs leading to an associate, bachelor's, master's, or doctoral degree.

Remember that good training can also be provided in the office or on patrol in the field. In the proper environment, good training becomes even better.

CHAPTER 5

TRAINING EQUIPMENT

The most capable instructor who is very experienced in police operations will still be lacking in effectiveness if he does not use the proper type of training equipment to help him put across a good lesson to his class. The more senses we use in learning, the better we learn, and the longer we retain the material. Training aids help toward that aim. If we listen to an instructor lecture, we use only the senses of sight and hearing. If at that time we could touch the item about which he is talking, which may be a weapon or an incendiary device, and if we could taste and smell some of the materials under discussion, we would then have engaged more senses in the learning process, and would have added depth to the knowledge we have acquired.

1. The Big Question.

The question for the good instructor is: Which training aids will improve my lesson? He will then look for training aids that can be used appropriately to illustrate his points and add greater dimension to the material he is presenting.

The good instructor does not use the training aid as a crutch, as some instructors are prone to do, by merely showing a training film on a subject and letting it go at that. Instead, he fits it into his lesson plan, as a part of the session, where it helps him to instruct and the students to understand.

2. The Area and the Equipment.

In presenting a lesson with the use of training equipment, some consideration must be given to the size of the class and the area in which instruction will be presented. For example, if it is a very large class, let's say about 100 students, it would be inadvisable to discuss a tear gas grenade using the actual size as a model. It would be more appropriate to use a large mock-up or a chart with the nomenclature specifically designated. The area, too, has an effect on the type of equipment you would use. If you were to instruct a group in an outdoor area, the use of a training film during the daylight hours would not be effective. The use of a public address system would make it easier to be heard by a large group in an outdoor area.

3. Some Helpful Hints in the Use of Training Equipment.

a. Use a pointer wherever you can.

b. Look over your lesson plan and see where, if at all, training aids would be helpful and then select the right ones.

c. Keep the aid covered when you are not using it as it tends to be a distraction.

d. Determine the amount of time allocated to the training aid. For example, it is quite important to consider the runing time of a training film, which may run for 120 minutes while the training session is 100 minutes duration.

e. Explain where the aid fits into the lesson.

f. Will there be sufficient light to view the objects you wish to display or will there be so much light that it would interfere with the showing of a picture?

g. Are there sufficient electric outlets? Will you need extension cords? Will a three-pronged plug or a converter be necessary? Many an instructor has been embarrassed by trying to set up his equipment while the class is waiting, only to find that he does not have the necessary accessories.

h. Set up your equipment in advance and rehearse your lesson.

i. Talk to your class and not to the training aid.

j. Don't overdo it by dazzling your class with gadgets.

4. Values.

The success or failure of the instruction period can hinge on the use of the correct type of training aids. Some values of their use follow:

a. They add more substance to a lesson by calling forth additional senses in the learning process, e.g., sight plus hearing.

b. They make a lesson more interesting by creating new attention phases, e.g., dividing the period with different activities.

c. They make each session easier to understand as they add emphasis, simplicity, and clarity.

d. They apply realism to illustrate theoretical situations.

e. More people will see alike than hear alike. Therefore, seeing will be more effective than only hearing about an object.

f. Training aids add variety and realism to a lesson; thereby, vitalizing the instruction.

g. The teaching of different groups is more uniform with the use of the same training aids.

h. Students learn faster; hence, training aids save time.

5. What is a Good Training Aid?

a. It is necessary because it has one or more of the above values. We fit the training aid to the lesson and not the lesson to the training aid. Avoid using it to: carry the load, entertain only, or serve as an "eyewash."

b. It is appropriate because it relates to the subject under discussion. It should not be difficult to comprehend and should be applied in the training area and to the size of the class.

c. It is accurate. If using a chart, be sure the figures are correct and be prepared to defend them.

d. It is attractive in that it is not overly colored, labels are neat and legible, and the important points stand out.

e. It is simple and does not detract from the main subject.

f. It is portable and durable so that it can be moved to different areas for reuse and can be taken apart and reconstructed without difficulty.

g. It is manageable in that it is easy to operate. Try it out in advance to make sure that it works, thereby avoiding delay and embarrassment.

6. Types of Training Aids.

a. The Chalk Board. This is one of the most commonly used teaching and training devices. It may also be used for a screen by being covered with a cloth when necessary. Anything written on a chalk board should be legible and neat.

It can be used to gain students' participation by including their comments on the chalk board when eliciting information from the class and developing a solution to a problem. The chalk board can also be used as a chart by preparing it in advance.

b. Graphics. The use of charts, diagrams, graphs, pictographs, maps, and cartoons, are probably the most interesting and informative of all training aids.

By providing a mental picture, information contained on these aids will be remembered longer.

They can also be copied either totally or partially.

The advantage of using graphic visual aids is that anyone with a little skill and time can use information from reports, books, newspapers, etc., to make up the illustrations.

They are adaptable to the presentation of statistics and comparative situations.

The line graph, bar graph, pie graph, and pictograph are the most generally used.

c. Feltboards. These can effectively be used in lecturing on traffic accidents and depicting step-by-step procedures. They are beneficial in that the material can be used again and again.

d. Bulletin Boards. These are used primarily for the display of pictures and posters to gain the interest of students. Items such as a new book to read or announcements of coming short courses and seminars are excellent examples. Cartoons depicting related subjects, situations, and procedures should be placed on the bulletin board and changed regularly. Underlining the lessons to be learned in newspaper descriptions of crimes, and then posting them on the bulletin board is a good training device.

e. Displays. A display of drugs, such as narcotics, amphetamines, and the equipment used by addicts is better than describing them verbally or even showing a chart. When exhibiting the displays, it is advisable to place them on tables or wall boards, where they can be adequately secured, with the information relating to them properly placed. If a large class is to observe the display, it can be laid out on a round table for a "county fair" arrangement. Displays of devices used in gambling, weapons that were used in assaults, and items that were used in escaping from the jail, also are helpful in training and sometimes in convincing the budget examiners of your needs.

f. Training Films. They bring realistic situations to the classroom and present standard instruction which is presented to many law enforcement classes in the same manner. They add scope and depth to a subject, arouse emotions, and reach all intellectual levels in the class. It is important to use them properly so that each training film fits into the lesson in the proper place. Therefore, they should be previewed, the important points for emphasis selected and noted, and properly introduced. The relevancy to the lesson should be pointed out and the class motivated to watch it and learn from it. It should be followed with a discussion and a quiz. Its lessons should be applied. For example, a training film on Methods of Unarmed Defense should be followed by a session in which the lessons are applied in actual practice.

g. Film Strips. These are film frames which can be shown one scene at a time in sequence, or selected frames can be varied to illustrate points in the lecture. It is preferable to use an assistant to operate the filmstrip machine while the lecturer faces the class. These can also be synchronized with a taped narration.

h. The Slide Projector. This type of projector is relatively inexpensive and can be used to supplement other training aids. Its uses parallel that of the film strip projector.

i. The Overhead Projector. This is another widely used piece of equipment. The instructor faces the class and uses the projector, which is in front of him, to illustrate charts, drawings, outlines and diagrams on a transparency which is reflected on to a screen overhead and to the rear. It can be used in a lighted room, therefore enabling the students to take notes. It has a wide variety of adaptations. For example, overlays may be used, as may color charts and illustrations in notion. Pages from textbooks can be transferred by photographic process to transparencies and shown on the screen. Slides are easily prepared and can be reused. A blank transparency and a wax pencil can supplement the use of a chalk board.

j. The Opaque Projector. This machine projects photos and pages intact from the textbook, newspaper, magazine, or any other publication. It requires a darkened room. The size of the image can be varied to suit the size of the class.

k. The Public Address System. The public address system adds another dimension to a teaching session. If the audience is large and the acoustics inadequate, it provides the volume needed. Items can be interjected into a lecture through tapes. For example, speeches, investigations, and other recordings can be reproduced. The system does not necessarily have to be plugged into an electrical outlet. Some of the newer models are powered by battery. They can be moved to any area, even out into the field, eliminating the need for lengthy extension cords.

l. Sample of Equipment. This can be the object of the lesson such as a weapon or an automobile. It is realistic and authentic, but it is limited by the size of the class. It can frequently be supplemented by large size working and cutaway models.

m. Models. They can be constructed to suit the size of a class. Some can be taken apart and reassembled. They can be made to show how the real implement works.

n. Scale Model Mock-Up. This shows a replica of a ground area and its contents such as streets, buildings, stores, churches, schools, rivers, and bridges. This has good application for a bird's-eye view of the selected areas.

o. Tape Recorders. They have a variety of uses which include programmed instruction, role playing, playback of interviews, sounds of special events and serious incidents, and narrations for displays.

p. Flip Charts. These can be used for the same purposes as the chalk board. Pages can be flipped back to reveal a clean page for notations or diagrams. Used pages can be flipped forward again for reference.

q. Maps. They are excellent for orientation to an area and for tactical planning.

r. Teaching Machines or Programmed Training. These are relatively new training devices. Their adaptability for the average sheriff is extremely good inasmuch as they are suitable for the training of any member of his staff.

The advantages of a teaching machine are:

(1) It can be used with or without an instructor as it is designed for the student to teach himself.

(2) It can be used at a time and place convenient to the student.

(3) It can be used for one or more simultaneously.

(4) It is portable.

(5) It is easily operated.

(6) It shows models, sketches, diagrams as well as the text.

(7) The trainee can proceed at his own pace.

(8) It questions, corrects, and reinforces correct responses.

(9) It provides uniformity of instruction.

Teaching machines vary in complexity. Some of them are quite simple and hand operated while others work in the fashion of a computer. They come with packaged filmstrips, tapes, and text material.

s. The Programmed Textbook. This is a book prepared to serve the same purpose of the teaching machine, and written on the basis of the same learning principles. While it is less expensive, it does not have the appeal and motivation that the teaching machine supplies. It appears that, of late, there are more and more audio-visual programmed training aids being developed for training in law enforcement. Gadgetry has appeal, but examine each carefully to determine:

(1) if it suits your training needs;

(2) if it should replace other training methods; or

(3) if it should supplement other training methods.

SUMMARY

Training equipment enhances the effectiveness of a training session by employing more of the senses in the learning process.

Training aids must be carefully selected to suit the lesson, the size of the class, and the instruction area. They are to be used as an appropriate part of a lesson rather than the lesson itself.

Setting up training aids in advance and rehearsing the lesson before presentation, minimizes delay and embarrassment.

The values of training equipment:

a. Involve more senses in learning.

b. Make lessons more interesting.

c. Ease understanding.

d. Apply realism.

e. Add variety.

f. Provide more of a uniform impact on a class.

g. Assure more uniform instruction to different classes.

h. Save time in the training process.

The qualities of a good training aid:

a. Necessary

b. Appropriate

c. Accurate

d. Attractive

e. Simple

f. Portable

g. Durable

h. Manageable

Types of training aids:

a. Chalk Board

b. Graphics - charts, diagrams, graphs, pictographs, maps, cartoons

c. Feltboards

d. Bulletin Boards

e. Displays

f. Training Films

g. Film Strips

h. Slide Projector

i. Overhead Projector

j. Opaque Projector

k. Public Address System

l. Sample of Equipment

m. Models

n. Scale Model Mock-Up

o. Tape Recorders

p. Flip Charts

q. Maps

r. Teaching Machines

s. Programmed Textbooks

When preparing a lesson, the instructor should review every phase of it with a view to employing the training equipment that will evoke a maximum response from his class.

CHAPTER 6

TRAINING METHODS

> "Training in numerous departments consists primarily of assigning a new man to work with a senior officer. More formal efforts to provide instruction are often of a very amateur quality. Some agencies put together a string of speakers who talk on subjects which represent their special interests, but with no real effort either to relate the talks to each other or to assure comprehensive treatment of the areas that ought to be covered. Others depend for their training upon special programs. One or two men are typically selected to attend national or regional institutes, often concerned with but a single aspect of police work, these ranging in duration from one day to several months." (Task Force Report: The Police, The President's Commission on Law Enforcement and Administration of Justice, p. 36).

Let us assume that you now have a definite and achievable list of objectives together with an excellent staff of instructors, good facilities, and equipment. Your program is well-planned and well-organized. You are ready to "get the show on the road." But before you do so, be sure that every lesson plan for each session is ready in advance of its scheduled time, has been reviewed by the training officer, takes maximum advantage of available training aids, employs the correct methods of instruction, and has been rehearsed.

1. The Training Process.

Obviously a lecture on firing the service revolver, by itself, would not be sufficient to train a novice in its use. Neither would actual firing of the weapon, without the preliminary instruction. There must be a step-by-step training process for every subject, which is composed of three major steps.

a. The Presentation aims at getting the concept across to the students.

This is done by one or more of the following methods:

(1) Have the student prepare in advance by reading.

(2) Introduce the subject to stir up interest with an appropriate story, reference to a news item, relating it to something of common interest, or asking a rhetorical question which requires no answer.

(3) Motivate the class to see the value of what is to follow.

(4) Give a brief description of what is to follow.

(5) Precede the lesson with a conference and report.

(6) Precede the lesson with a demonstration.

b. The Application is the act of putting into practice the information gained in the presentation stage. This stage is the most important because it is directly related to the objectives.

c. The Evaluation in which the student is checked to see if he is doing things properly, gives the instructor an awareness of progress and a chance to correct improper performance. Chapter 9 deals with this subject at greater length.

2. Motivation.

Motivation opens the door to successful instruction. Some students are eager to learn while others attempt to slide by without much effort. The nature of law enforcement duties is cause for sufficient motivation in itself. The officer's life may depend on what he learns and how he applies it. The instructor should use every device to get his class' undivided attention and keep each trainee interested. Some points affecting motivation follow:

a. The sheriff and his staff should demonstrate a positive attitude toward the program by showing a keen and encouraging interest in its progress.

b. While theory and knowledge are valuable, the students are more interested in practical applications. They feel certain needs for fulfillment of the demands of the job and are motivated, to a degree, to receive instruction in matters that relate to these needs.

c. Favorable reaction to the instructor results when the students feel that he knows his job, when he teaches effectively, is sincere in his efforts, and interested in their progress. They are quick to detect the reluctant, incompetent, and bluffing instructor.

d. Individual differences must be considered. All students vary in intelligence, educational background, physical characteristics, experience, and emotional stability. Some may require special attention.

e. Stimulation of interest is achieved by:

(1) Showing a need, _e.g._, "Your life may depend on it!"

(2) Making it clear that the student is responsible for learning, that he is in competition with other students, and that his retention on the job may depend on his grades.

(3) Attention retaining devices, _e.g._, interspersed with questions, demonstrations, and skits.

(4) Stimulating competition between groups in the class exams and tasks in which the students can be successful.

(5) Being encouraging by praising every correct response and giving credit where credit is due.

(6) Using rewards and punishments discreetly and fairly.

3. _Oral Instruction_.

Oral instruction consists of three steps.

a. The _presentation_ phase of oral instruction is to:

(1) establish contact with the class;

(2) arouse their interest;

(3) discuss the objectives of the lesson.

b. The _explanation_ portion of a lesson presents the points the instructor desires to convey. The organization of the lesson is extremely important. It should be logical, limited to the number of main points, and employ training aids at the proper time in the lesson.

c. The _summary_ or _review_ should be used at different phases of the lesson. After one active discussion, or on the completion of a demonstration and explanation, a summary prepares the class for the next portion of the lesson. A complete and brief summary stressing the main points should wrap-up each lesson.

4. The Lesson Plan.

The lesson plan is the structured sequence of the presentation and a blueprint of the planned activities of the lesson. It is a guide for the instructor to:

a. keep him on his topic;

b. assure coverage of all main and sub-points;

c. give him the proper questions to ask;

d. control the time allocated to each element of the lesson; and,

e. use the training aids at the desired time.

The lesson plan is prepared in outline form. It should consist of brief reminders rather than the complete manuscript of a subject.

The following illustrates a lesson plan.

Instructional Unit:	Hit and Run Accident Investigation
Objectives:	To impress upon the student the proper techniques to be utilized in effective Hit and Run investigations. To instruct the student in the importance of efficient Hit and Run investigation.
Method:	Discussion
Time for session:	100 minutes
Presented to:	Recruit Class
Training Aids:	Overhead projector, transparencies, opaque projector, photographs, and chalk board.
Instructor:	Lt. Ducrat
Reference:	Traffic Accident Investigator's Manual For Police, Baker, Traffic Institute, Northwestern University

Study Assignment: TAIM, pp. 595-620 inclusive

Special Requirements: Curtains or blinds over windows to darken the classroom when using projectors.

Question: What is an officer's first duty upon receiving a report of a Hit & Run Accident?

I. How does the Hit & Run accident differ from other accidents?

A. Hit & Run accident has at least one operator missing while standard accident will have all principals accounted for.

1. In addition to accident investigation, Hit & Run requires finding the driver who has evaded his responsibility.

B. Elements:

1. Was the accused driving at the time of the accident?

2. Did he leave the scene without fulfilling his legal obligation?

3. Was he knowingly involved in an accident?

C. Operators with special attitudes or problems are often involved in Hit & Run accidents. They may be emotionally upset or may be in violation of other laws at the time of the accident, i.e., driving under the influence, armed robbery, fleeing a police officer, etc.

D. The importance of Hit & Run investigation is emphasized by the following:

1. It is a law enforcement responsibility to give Hit & Run investigations the same attention as any other criminal investigation.

2. Criminal aspects.

3. Public opinion.

4. Driver's lack of concern at leaving possible serious injury cases.

II. On the scene supervision of the Hit & Run accident.

A. Determining if the accident is a Hit & Run.

1. Are operators of all involved vehicles present?

2. If a pedestrian is involved, is the vehicle accounted for?

NOTE: Should one of the principals be missing, it is important to try to ascertain his whereabouts from anyone at the scene before determining if the accident is a Hit & Run. He may be being transported to hospital, calling police, etc.

B. Investigation guides. (list on chalk board)

1. Imperative to secure scene (taking care of injured, protecting evidence, etc.).

2. Make sure that accident is a Hit & Run.

3. Have dispatcher broadcast, and notify all other law enforcement agencies within your general area, a description of the vehicle, its direction of travel, damage, description of driver and occupants, unusual characteristics of vehicle, etc.

4. Search immediate area for witness(es) and/or information relevant to the accident.

5. Request assistance if needed.

6. Secure and protect evidence - always get short-lived evidence first.

Question: Define short-lived evidence.

III. What to look for at the scene that may help identify the vehicle and/or driver.

A. Vehicle components or parts.

1. May help determine make, model, color, etc.

2. Broken parts found at scene may match broken parts on suspected car.

3. Broken parts offer more conclusive evidence than dented parts.

4. Paint smears or scrapings for laboratory analysis.

B. Tire prints-on ground, on pedestrian, on other car.

C. Oil - chemical analysis possible.

D. Fingerprints - suspect driver may have gotten out and surveyed damage before leaving scene.

E. Cargo - tools, baggage, groceries, etc.

NOTE: Show photographs of Hit & Run accident scenes, evidence obtained, and how it was identified as being part of suspected vehicle. Also show spectrographic analysis of paint scrapings and describe methods of securing these scrapings for laboratory analysis.

IV. It is imperative for the investigator to conduct a systematic search of the accident scene.

A. Examine the ground area around the point of collision.

B. Inspect closely the paths the vehicles took to their final position.

C. Follow escape route of fleeing vehicle (brake fluid, water, oil, etc.).

D. Search the interior of vehicles.

E. Look for fixed objects that may have been struck.

F. Check vehicles for tell-tale marks.

G. Call for expert assistance if needed.

H. If the scene is examined at night, return during daylight.

I. Return to scene on later dates and look for same type of vehicles using roadway with visible repairs, new paint jobs, etc.

5. The Lecture.

In giving a lecture, the instructor carries the entire lesson by himself. There is no question and answer period, unless it follows the lecture.

When the audience is large and it is desired to cover a large amount of material within a short period of time, it is suitable, unless the class is well motivated, to illustrate the lecture with slides, charts, and other graphic aids.

Its disadvantages are that the lecture is a passive situation in which the student receives and does not get the opportunity to contribute or clear up those points that need further explanation. The instructor imparts information without control over how it is being received unless he interrupts the lecture for this purpose.

6. The Conference.

The group discussion or seminar should be focused on one topic with an opportunity for all participants to share ideas and clarify vague points. The conventional small class, with questions invited and answers furnished, is also in this category. A staff conference within an organization becomes a training session, albeit not generally scheduled as training, in which all participants contribute towards a solution to a common problem, and learn from each other in the process.

Neither the discussion leader, nor anyone else, should monopolize the session. The leader keeps the discussion on target and provokes thinking and discussion. At the conclusion of the session, he should provide a summary of the contributions and, when possible, the arrived-at solution to a problem. A profitable conference may be the result of a case study in which a realistic case is discussed, solutions for handling it are evoked, and the law enforcement lessons applied to them.

7. Panel Discussion.

This is another conference approach to learning. A chairman and a group of three or four experts, including students who have prepared in advance, constitute the panel. The chairman introduces the topic, then introduces and qualifies the members of the panel. After each speaker has made his contribution on a subtopic related to the main subject, the floor is opened to questions from the audience which are directed to the chairman, the panel as a whole, or to a specific panel member for response.

Its principle advantages are in the participation of a variety of speakers who are experts in their fields and who may have opposing viewpoints. Hence, a wider scope of opinions and information is presented. It invites students' participation, is more interesting, and provides deeper perspective on a subject.

8. The Demonstration.

This is concrete and practical. The instructor goes through the motions while the student watches and gets the idea. It should be preceded with an explanation of what is to follow and is in turn followed with practical work. It shows:

a. How to do, e.g., searching a prisoner and firing a weapon.

b. How it works, e.g., stripping and assembling a piece of equipment, mock-up models.

c. Why it works, e.g., use of mock-ups with moving parts, cross sections of equipment, or film strips.

The use of skits with "horrible examples" are effective teaching devices when followed by the correct way to do it; good for a topic like "Testifying in Court."

Demonstration displays of narcotics, gambling devices, and burglar's tools are valuable training devices in that they are realistic, tangible, interesting, and question-provoking.

Role playing is a demonstration method of instruction that is particularly good for teaching "the other fellow's viewpoint" in community relations and court procedures.

Supervised field training provides many opportunities for the instructor to demonstrate police techniques such as making an arrest and investigating a traffic accident.

9. The Application.

All of the preceding leads to the objective of correct application of the instruction. It is a vital part of the training process because it gives the instructor an opportunity to gauge how effective his instruction has been, to determine the degree of the students' proficiency, and to make on-the-spot corrections. It comes down to a basic philosophy in education which is "to Learn by Doing."

There are many law enforcement situations that can be created in which the student is required to perform such as: investigating a crime, writing a report, and lifting latent prints.

SUMMARY

The training process consists of:

a. Presentation.

b. Application.

c. Evaluation.

This chapter is mainly concerned with the presentation of instructional materials. It is applicable during an instructional period but, more important, during supervised field training. Methods of evaluation are discussed in detail in Chapter 9.

Motivation, or making the class receptive, is extremely important before going into the presentation. It is achieved:

a. by the sheriff's positive attitude.

b. by favorable reaction of the class to the instructor.

c. by adapting instruction to individual needs.

d. when students feel the need for subject matter.

e. when instructor points out the need.

f. by appealing to responsibility to learn.

g. by creating a competitive spirit.

h. by using devices to retain attention of the class.

i. by encouragement and reinforcement of correct responses.

j. by using rewards and punishments.

Oral instruction consists of a verbal presentation or introduction, an explanation of the lesson, and a summary.

The lesson plan keeps the lesson well organized and keeps the instructor on course. It includes the reminders the instructor needs such as time elements, training aids, questions, and key phrases which can be extended, and the desired sequence in which the material is presented. If the lesson is worth giving, it deserves careful planning.

Instruction can be given in a variety of ways. The instructor should select from the following the method or methods that best fit the subject, audience, and instructional area.

a. The lecture

b. The conference

c. The panel discussion

d. The demonstration

The application of the learned lessons is vital. Hopefully the student will continue to apply the lessons he learned in basic training for the remainder of his career.

CHAPTER 7

TRAINING COURSES

A training program begins with a philosophy which becomes the basis and framework for what is to follow. It then evolves into the overall training program which may consist of specific programs to suit a level of personnel or a particular purpose:

a. Basic Recruit Training

b. Refresher In-Service Courses

c. Supervisory Courses

d. Middle Management Personnel Courses

e. Top Management Personnel Courses

f. Intermediate Courses of a Specialized Nature

g. Ongoing Courses, e.g., Roll-Call

Each program is built up by a curriculum of appropriate courses of instruction.

The term Recruit Training is self-explanatory. In-Service Training encompasses the refresher and ongoing stages of the program. Education has application to the courses provided for a degree in schools of higher learning. Law enforcement departments in large cities rely on colleges to supplement their efforts to provide the education needed for the development of career personnel to assume the supervisory, administrative, and executive positions that will arise within an organization. Middle and Top Management courses comprise Executive Training.

This chapter is mainly concerned with the description of standard courses for the training of recruits and which are also suitable for experienced officers. It will include a brief description of courses of instruction that apply to in-service training and higher education.

RECRUIT TRAINING

Recruit Training is the program with which we are principally concerned. It contains essential elements of law enforcement training that will enable the recruit to assume his duties within the community. This instruction varies in duration depending upon the number of courses and the number of hours it is desired to devote to each. It may be given continuously over a period of time or interspersed with periods of supervised on-the-job training.

1. Orientation.

This course is an introduction to the department and contains instructions concerning requirements and accommodations for the period of time in which the student will undergo training. It includes the following:

a. The welcoming address by officials of the department in which they generally express their philosophy of law enforcement work.

b. Comments from:

(1) the Academy Staff

(2) the Commanding Officer

(3) the Instructors

c. Administrative instructions:

(1) the requirements for successful completion

(2) the length of the course

(3) the school week

(4) attendance

(5) textbooks

(6) taking notes

(7) preparing for each session

(8) quizzes and examinations

(9) proper attire

(10) deportment

(11) individual lockers

(12) parking cars

(13) dining facilities

d. The Probation period:

(1) duration

(2) ratings

(3) conferences

(4) counselling

(5) its significance

e. The Meaning of Graduation:

(1) the certificate

(2) comparative standing in the class

(3) college credits, if any

(4) further career developments

f. Membership in professional organizations, *e.g.*, The National Sheriffs' Association, International Association of Chiefs of Police, American Correctional Association, etc.

g. Department rules, procedures, and standards.

2. Introduction to Law Enforcement.

This course deals with the history of law enforcement and basic information concerning the regulation of society, such as: constitutional law and civil rights, the laws of arrest, search and seizure, the laws applicable to criminal interrogation, the role of the law enforcement officer in modern society which includes community relations, and understanding minority groups.

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McGraw-Hill Publishing Co.
1966

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By Sidney H. Asch
Arco Publishing Co.
1967

INTRODUCTION TO LAW ENFORCEMENT AND CRIMINAL JUSTICE
By A. C. Germann (and others)
Charles C. Thomas Publishing Co.
1968

STUDIES IN CRIME AND LAW ENFORCEMENT IN MAJOR METROPOLITAN AREAS
By the President's Commission on Law Enforcement and
Administration of Justice
Government Printing Office
1967

ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE
"The Role of the Police"
By Bruce J. Terris
1964 (Rev. 1967)

THE ROLE OF SHERIFF: PAST - PRESENT - FUTURE
By Truman Walrod
National Sheriffs' Association
1968

Also see bibliography and training films for the Administration of Justice, Patrol Procedures, and the State and Local Criminal Code.

Films

"THE SHERIFF" - 16mm/sound/30 minutes - Purchase Price $250

The film shows the basic responsibilities of the sheriff as he goes about accomplishing them.

Supplier: The National Sheriffs' Association
Suite 209, 1250 Connecticut Avenue
Washington, D. C. 20036

"THE GREAT AND HONORABLE DUTY" - 16mm/sound/28 minutes

This film is a introduction to police service. It tells how the officer is trained for his every hour duty—protecting the public. It points out the high standards expected of an officer.

Supplier: Texas Department of Public Safety
Personnel and Training Division
P.O. Box 4087, North Austin Station
Austin, Texas 78751

"POLICE COMMUNITY RELATIONS" - 16mm/sound/23 minutes

It is the purpose of this film to impress upon the rookie patrolman that he represents the image of all law enforcement, that it is incumbent upon him to adhere to a strict and prescribed routine in performing his duties, to be aware that as a human being he himself is not devoid of prejudices, and to approach every person with the objectivity of the professional that he is.

Supplier: Holton International, Inc.
305 East 47th Street
New York, New York 10017

Purchase: $275.00
Rental : $ 40.00/2 days

3. The Rules of Evidence.

This course stresses the importance of evidence in presenting a case before the courts. The student is taught the necessity for maintaining the chain of evidence and the rules concerning evidence so that he may recognize that which is legally admissable and can differentiate between direct evidence, prima facie evidence, physical, and documentary evidence. He is made aware of the limitations on confessions and their acceptability or rejection by the courts. The course includes the nature of confessions and dying declarations, competency of witnesses, degrading and incriminating questions, and privileged communications.

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1968

PROCEDURE AND EVIDENCE IN THE JUVENILE COURT
By The Council of Judges
National Council on Crime and Delinquency
1962

THE EVIDENCE HANDBOOK
By R. L. Donigan and E. C. Fisher
Traffic Institute, Northwestern University
Latest Edition

EVIDENCE FOR THE PATROLMAN
By F. N. Heffron
Charles C. Thomas Publishing Co.
1958

FROM EVIDENCE TO PROOF: A SEARCHING ANALYSIS OF METHODS TO ESTABLISH FACT
By M. Houts
Charles C. Thomas Publishing Co.
1956

SCIENTIFIC EVIDENCE FOR POLICE OFFICERS
By J. R. Richardson
W. H. Anderson, Co.
1963

4. The State and Local Criminal Code.

The course acquaints the student with the provisions of his state's criminal code so that he will know the elements of the more common crimes and the evidence necessary to prove a violation in court. This entails familiarization with the penal code and how it should be used. It also explains the differences in nature, procedure, and penalty limitations, between types of crimes and violations of local ordinances.

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THE LOCAL ORDINANCES

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Quadrangel Books
1968

THE VALACHI PAPERS
By Peter Maas
Putnam
1968

ORGANIZED CRIME IN AMERICA, A BOOK OF READINGS
By Gus Tyler
University of Michigan Press
1962

SEXUAL DEVIATIONS IN THE CRIMINAL LAW - HOMOSEXUAL, EXHIBITIONISTIC, AND PEDOPHILIC OFFENCES IN CANADA
By Alex K. Gigeroff
University of Toronto Press
1964

Films

"SEXUALITY AND CRIME" - 16mm/B&W/30 minutes

Discusses sex crimes of all types.

Supplier: Learning Resources Service Rental: $5.00
Southern Illinois University 4 days
Carbondale, Illinois 62901

"UNDERSTANDING THE LAW" - 16mm/B&W/12 minutes

Explains the right of indivuduals to be protected from the law and by the law. Dramatizes a felony case to illustrate step-by-step functions in the due process of law.

Supplier: Learning Resources Service Rental: $1.80/4 days

5. The Administration of Justice.

The course deals with court organization and procedures. It includes the functions of various types of courts within the system. It is also concerned with the code of criminal procedure, its application, and the components of the judicial system that enter into a case from time of arrest to the time of release on parole. This would include, in addition to the deputy's arrest function, the functions of the jail, the courts, probation, prison, parole, their general responsibilities, and their place in judicial process.

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By Gresham M. Sykes
Princeton University Press
1958

THE SENTENCING AND PAROLE PROCESS
By Daniel Glaser, Fred Cohen, and Vincent O'Leary
Office of Juvenile Delinquency and Youth Development
Reprinted in 1969

THE COURT AND THE CHRONIC INEBRIATE: CONFERENCE PROCEEDINGS
By Department of Health, Education, and Welfare
1965

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1963

PAROLE IN PRINCIPLE AND PRACTICE
By National Conference on Parole
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1957

CRIME, JUSTICE, AND CORRECTION
By Paul Tappan
McGraw-Hill Publishing Co.
1960

GUIDELINES FOR WORK EXPERIENCE PROGRAMS IN THE CRIMINAL JUSTICE SYSTEM
By Jimmie C. Styles and Denny F. Pace
American Association of Junior Colleges Publication
1969

Films

"JAIL PROCEDURES" - 16mm/30 minutes

This film shows the processing of a prisoner from his assignment to his cell. The fundamentals of security and caution applicable to different jail situations are shown and explained.

Supplier: Los Angeles County Sheriff's Academy
1060 North Eastern Avenue
East Los Angeles, California

"PLACE IN THE SUN" - 16mm/19 minutes

This film takes a first offender through his conviction and along his path at the Los Angeles County Wayside Honor Rancho.

Supplier: Los Angeles County Sheriff's Academy

"COURTROOM DEMEANOR AND TESTIFYING" - 16mm/11 minutes

This film portrays desirable conduct in testifying.

Supplier: Golden State Film Productions
Berkeley, California

"ON THE WITNESS STAND" - 16mm/30 minutes

This film shows the correct and incorrect methods of presenting evidence in court.

Supplier: New York Police Department Order Number 222
ATTN: Police Academy
240 Centre Street
New York, New York 10013

"WHAT ABOUT THE 5TH AMENDMENT?" - 16mm/15 minutes

This film presents a debate on the use and misuse of the 5th amendment.

Supplier: Almanac Films
516 Fifth Avenue
New York, New York

"TESTIMONY AND COURTROOM DEMEANOR" - 16mm/24 minutes

A training film for Police Agencies only. It presents the proper way to conduct oneself in a courtroom.

Supplier: Texas Department of Public Safety
Personnel and Training Division
P.O. Box 4087, North Austin Station
Austin, Texas 78751

All of the following films may be obtained from:

Learning Resources Service
Southern Illinois Unviersity
Carbondale, Illinois 62901

"THE PRICE OF LIFE" - 36 min/B&W/$4.10-4 days

This film presents a case history of a probationer. It reviews the processes through which the convicted is investigated and placed on probation or committed to an institution. The probationer is followed through the period of supervision required by the court. All probation techniques and individual crises during the development of the probationer are presented in dramatic fashion.

"THE REVOLVING DOOR" - 31 min/B&W/$3.75-4 days

This film deals with the plight of the misdemeanant and the inadequacies of the present jail system. It follows the misdemeanant through the trial system of lower courts into the local lock-up. The misdemeanant is presented as one who maintains a cyclic pattern, alternating jail sentences with brief periods of freedom. The film also reviews some more progressive programs recently established in various jail systems.

"CRIMINAL JUSTICE IN THE UNITED STATES"-30 min/B&W/$6.40-4 days

This film deals with some of the weaknesses in our present system of criminal justice. It reviews actual cases in which the individuals have not received a fair impartial hearing. Procedures of arrest, publicity, "deals," police responsibility, and the jury trial are investigated.

"UNDERSTANDING THE LAW" - 12 min/B&W/$2.75-4 days

Outlines the due process of law.

American Government Series - Rental $4.95 each-4 days

"THE JUDICIAL PROCESS—TRIAL BY JURY" - 30 min/B&W

Presents an academic discussion of the right of the accused.

"THE SUPREME COURT AND ITS PROBLEMS" - 30 min/B&W

Presents a technical discussion of the problems of the Supreme Court.

"THE COURT AND ITS CRITICS" - 30 min/B&W

Presents an academic discussion of some of the problems of the Supreme Court.

"PROCEDURAL DUE PROCESS" - 30 min/B&W

Presents an academic discussion of due process of law.

"UNREASONABLE SEARCHES AND SEIZURES" - 30 min/B&W

Presents an academic discussion of the implications of the fourth and fifth amendments.

"THE CRIMINAL AND PUNISHMENT" - 30 min/B&W

Discusses the concept of punishment of criminal behavior. Explains the evolution of rehabilitation with emphasis on the criminal rather than the crime. Presents a visit to a cell block in San Quentin Prison where five actual inmates are interviewed.

"THE STRUCTURE AND ORGANIZATION OF AMERICAN COURTS" - 30 min/B&W

The vast and complex system of American Courts is surveyed. How are the essentials of that system determined? What is the function, jurisdiction, and organization of the United States District Courts and of the United States Courts of Appeal? What are legislative as distinguished from constitutional courts?

"DUE PROCESS OF LAW DENIED" - 29 min/B&W/$4.60-4 days

Dramatizes the dangers of denying due process of law and illustrates the necessity of recognizing the rights of individuals as guaranteed by the Constitution. Portrays the lynching of three innocent men, strangers in town, who are believed guilty when an unsubstantiated report of the murder of a popular ranchman is brought to the town's people.

"MEN IN CAGES" - 52 min/B&W - Produced by: CBS News

This film takes us behind bars to some of the worst penal institutions in the nation. Interviews with hardened criminals and first offenders reveal their hopes and dispairs.

Supplier: Carousel Films, Inc., 1501 Broadway, NY, NY 10036

"THE LAW — HOW EFFECTIVE IS IT?"- 36 min/B&W

A candid panel discussion between an attorney, a social psychiatrist, two medical doctors, and a private investigator, covering a wide range of topics related to marijuana use.

Supplier: National Educational Television Film Service (NET)
Indiana University, Audio-visual Center
Bloomington, Indiana 47401

6. Community Relations.

This course will prepare the law enforcement trainee to deal fairly and effectively with minority groups, give him an understanding of the different religions, races, and ethnic groups of the people whom he will encounter in the course of his duties so that he may operate with understanding and an open mind in areas where minority groups reside. It will attempt to instill the proper methods and attitudes necessary for a proper relationship with both the news media and the public. It will discuss the "image" of the deputy within the community so that he knows the importance of reflecting credit upon the sheriff's office through courteous behavior, good grooming, consideration, understanding, and ethical conduct which will set an example for the average citizen and be conducive to respect for both himself and the law enforcement body which he represents.

Bibliography

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By University of California, School of Criminology
Government Printing Office
1966

LAW ENFORCEMENT: AN INTRODUCTION TO THE POLICE ROLE IN THE COMMUNITY
By Thomas F. Adams
Prentice-Hall
1968

POLICE-COMMUNITY RELATIONS: CRISIS IN OUR TIME
By Howard H. Earle
Charles C. Thomas Publishing Co.
1967

THE POLICE AND THE COMMUNITY
By Joseph D. Lohman
Report Submitted by School of Criminology, Univ. of California
Government Printing Office
1966

BEHIND THE SHIELD: THE POLICE IN URBAN SOCIETY
By Arthur Niederhoffer
Doubleday
1967

RACE TENSIONS AND THE POLICE
By Jesse E. Curry and Glen D. King
Charles C. Thomas Publishing Co.
1962

USING VOLUNTEERS IN COURT SETTINGS
Office of Juvenile Delinquency and Youth Development
1969

Films

"ABOUT RUMORS" - 14 min/Produced by Department of Defense

Explains through the use of cartoons the harmful effects of rumors and describes what they are, how they start, and why they spread.

Supplier: Borrow from Army or buy from Norwood Films,
926 New Jersey Avenue, N.W., Washington, D.C. 20001

"GENERATION WITHOUT A CAUSE" - 2 parts - each 1/2 hour/B&W

Produced by: Prudential's 20th Century - NBC-TV

Today's college generation and their search for values.

Supplier: Association Films, Inc.
600 Madison Avenue
New York, New York

"WHO'S DELINQUENT?" - 17 min/B&W

A typical American town is the setting for an incident involving two boys who steal a car and nearly kill a local policeman. The city editor of the town's newspaper sets out to discover the causes of juvenile delinquency in the area.

Supplier: Police Training Films
Municipal Police Training Council
155 Washington Avenue
Albany, New York 12210

Projects and Programs

Project to Develop Curriculum for a Training Program to Improve Police-Community Relations in Urban Areas.

Correspondent: Dr. Paul D. Lipsitt, Law-Medicine Institute
141 Bay State Road, Boston University
Boston, Massachusetts

7. General Criminology.

This course deals with the theories of crime causation including the effect of alcoholism and drug abuse on the crime problem. The student will gain an evaluation of the sociological as well as the mental health theories of crime. It will also include information on the typology of criminals and their general modus operandi. Juvenile Delinquency will be considered from the viewpoint of causation, typology, culture conflicts, and general impact on the crime problem.

Bibliography

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COMPARATIVE CRIMINOLOGY: A TEXTBOOK
By Hermann Mannheim
Houghton
1965

PRINCIPLES OF CRIMINOLOGY
By Edwin H. Sutherland and Donald R. Cressey
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1966

SOCIETY, CRIME, AND CRIMINAL CAREERS: AN INTRODUCTION TO CRIMINOLOGY
By Don C. Gibbons
Prentice-Hall
1968

CRIMINOLOGY AND PENOLOGY
By R. Korn and L. McCorkle
Holt, Rinehart, and Winston
1963

CRIME PROBLEM
By W. C. Reckless
Appleton-Century-Crofts
1961

JUVENILE DELINQUENCY

DELINQUENCY & CRIME: CROSS CULTURAL PERSPECTIVES
By Ruth S. Cavan and Jordan T. Cavan
Lippincott
1968

DELINQUENTS AND NON-DELINQUENTS IN PERSPECTIVE
By Sheldon Glueck and Eleanor T. Glueck
Harvard University Press
1968

UNRAVELING JUVENILE DELINQUENCY
By Sheldon Glueck and Eleanor T. Glueck
Harvard University Press
1950

THE CHALLENGE OF DELINQUENCY: CAUSATION, TREATMENT, AND PREVENTION OF JUVENILE DELINQUENCY
By Negley K. Teeters and John O. Reinemann
Prentice-Hall
1950

TASK FORCE REPORT: JUVENILE DELINQUENCY AND YOUTH CRIME
Report on Juvenile Justice and Consultants' Papers
By President's Commission on Law Enforcement and Administration of Justice. Task Force on Juvenile Delinquency
Government Printing Office
1967

THE GANG: A STUDY OF 1,313 GANGS IN CHICAGO
By Frederic M. Thrasher
Abridged ed., University of Chicago Press
1963

CRIME AND JUVENILE DELINQUENCY—A RATIONAL APPROACH TO PENAL PROBLEMS
By Sol Rubin
Published for NCCD by Oceana Publications, Inc.
1961

DRUG ABUSE

A COMMUNITY APPROACH TO DRUG ADDICTION
By Richard Brotman and Alfred Freedman
Office of Juvenile Delinquency and Youth Development
1968

THE ADDICT AND THE LAW
By Alfred R. Lindesmith
Indiana University Press
1965

THE DRUG SCENE
By Donald B. Louria
McGraw-Hill
1968

A COMMUNITY MENTAL HEALTH APPROACH TO DRUG ADDICTION
Office of Juvenile Delinquency and Youth Development
U. S. Department of Health, Education, and Welfare
1969

TYPOLOGY

CRIMINAL BEHAVIOR SYSTEMS: A TYPOLOGY
By Marshall Clinard and Richard Quinney
Holt, Rinehart and Winston
1967

CRIMINAL TYPOLOGY: THE LEGALISTIC, PHYSICAL-CONSTITUTIONAL-HEREDITARY, PSYCHOLOGICAL-PSYCHIATRIC AND SOCIOLOGICAL APPROACHES
By Julian B. Roebuck
Charles C. Thomas
1967

MENTAL HEALTH

A SIGN FOR CAIN: AN EXPLORATION OF HUMAN VIOLENCE
By Frederic Wertham
Macmillan
1966

THE ALCOHOLIC OFFENDER
Office of Juvenile Delinquency and Youth Development (HEW)
1969

A COMMUNITY MENTAL HEALTH APPROACH TO DRUG ADDICTION
Office of Juvenile Delinquency and Youth Development (HEW)
1969

Films

"THE CRIMINAL" - 30 min/Produced By NET

Defines crime and explains how time, place, and culture influence definition. Reviews the history of criminal law.

Supplier: Chicago Police Department
Training Bureau
1121 S. State Street
Chicago, Illinois

"FACE OF CRIME" - 60 min/Produced by Prudential Life Insurance

A discussion of the causes of crime and explanation of the methods of prevention, treatment, and control.

Supplier: Your local Prudential Insurance agent.

"THE ROOTS OF CRIMINALITY" - 30 min/B&W/$5.00-4 days

Reviews personality development with examples of its bearing on potential criminality.

Supplier: Learning Resources Service
Southern Illinois University
Carbondale, Illinois 62901

"THIS QUESTION OF VIOLENCE" - 59 min/B&W/Prod. by NET

An in-depth report on the historical, social, and psychological factors that seem to underline violence in modern life. Psychiatrists discuss the problem of aggression, which often comes from neglect and deprivation. It tells how this leads to violence.

Supplier: National Educational Television Film Service
Indiana University
Audio-Visual Center
Bloomington, Indiana 47401

JUVENILE DELINQUENCY

"HEADED FOR TROUBLE" - 41 min/Prod. by Public Affairs Prods.

Intended to provoke a discussion and help clarify police and community thinking about the proper role of the police in handling juveniles. The film was made with a typical police department for police use and deals primarily with juvenile problems in metropolitan suburbs.

Supplier: New York City Police Department, ATTN: Police Academy
240 Centre Street
New York, New York 10013

"CRIME UNDER TWENTY-ONE" - 30 min/B&W/Prod. by NET/$5.00-4 days

Presents juvenile delinquency as having potential for being overemphasized.

Supplier: Learning Resources Service
Southern Illinois University
Carbondale, Illinois 62901

DRUG ABUSE

"NARCOTICS - WHY NOT?" - 15 min/Loaned Free

This film presents a series of extemporaneous, straight-from-the-shoulder interviews with teenagers and young adults who have taken narcotics for "kicks," "association and curiosity."

Supplier: Texas Department of Public Safety

"SEDUCTION OF THE INNOCENT" - 10 min/Loaned Free

This film is designed to hit the problem before it becomes a reality. It is a dramatic story of two young people, a boy and a girl, who during the trying teen times become victims of narcotics. Through a need to belong and a desire to go along with the group and its youthful zest to try something new, they begin a one way journey to self destruction. The film points out danger signals along the way and shows the tragic aftermath when those signals are not obeyed.

Supplier: Texas Department of Public Safety

"THE ADDICTED" - 60 min/Prod. by Prudential Life Insurance Co.

This is a "Twentieth Century" T.V. production. It shows problems of the narcotic addiction in the U.S. with interviews.

Supplier: Your Local Prudential Insurance Agent

"THE DRUG ADDICT" - 33 min/Prod. by Nat'l Film Board of Canada

A documentary on the life and experience of a drug addict.

Supplier: National Film Board
Canada House
680 5th Avenue
New York, New York

"NARCOSIS" - 24 min/Sale Price $188; Rental $10 per week

This film shows the preparation and use of marijuana, the use of heroin, and a detailed presentation of narcotics paraphernalia.

Supplier: Peace Officers' Association of the State of Calif.
802 Forum Building, Sacramento, California

"TEA, HORSE, AND CRIME" - 30 min/Prod. by NET

This film discusses the basic narcotic drugs and their relationship to crime. It also includes a filmed sequence of an addict undergoing withdrawal and receiving a shot that assuages him.

Supplier: Chicago Police Department
Training Bureau
1121 S. State Street
Chicago, Illinois

"DRUG ADDICTION" - 18 min/B&W/$3.35-4 days

Discusses the effects of drugs, their psychological influence, and their derivation.

Supplier: Learning Resources Service

"HOOKED" - 20 min/B&W/Prod. by Churchill Films

Consists entirely of statements by young (18-25) former drug addicts. Highlights the reasons for drug addiction; how youngsters turn to crime to support the habit.

Supplier: Churchill Films
662 North Robertson Blvd.
Los Angeles, California

"LSD: INSIGHT OR INSANITY?" - 26 min/Reviewed by NCCD-rated Good to Excellent

This film documents the danger in the unsupervised use of LSD. Explains what medical science knows of the physiological actions of LSD and counteracts a few of the erroneous claims made for the use of LSD.

Supplier: Bailey Films
6509 DeLongpre Avenue
Hollywood, California

"THE CURRENT SCENE" - 26 min/B&W/Prod. by KCET-Los Angeles

An intimate glimpse of a young people's "pot party" and the making of marijuana cigarettes from raw blocks of the weed, with an added discussion of law enforcement problems of smuggling and detection. Narcotics agents, users of marijuana, and non-users are interviewed for their opinions on the moral issues involved in the drug's use. Considerable attention is paid to the detection of smuggled marijuana from

Mexico and the use of this drug by High School students, "ghetto-area" residents, and servicemen.

Supplier: NET Film Service
Indiana University

"MONKEY ON THE BACK" - 29 min/Prod. by Nat'l Film Board of Canada

A documentary drama, based on the real life experience of a drug addict.

Supplier: McGraw-Hill Book Company
Text-Film Department
330 West 42nd Street
New York, New York 10036

TYPOLOGY

"NARCISSUS, OEDIPUS, AND CRIME"-30 min/B&W/$5.00-4 days

Presents the theory of psychological development, fixations, and their relationship to the development of criminal behavior.

Supplier: Learning Resources Service

"THE ETHNOLOGICAL CRIMINAL" - 30 min/B&W/$5.00-4 days

Relates race, nationality, and minority groups to crime.

Supplier: Learning Resources Service

"THE TRUE CRIMINAL" - 30 min/B&W/$5.00-4 days

Reviews actual criminals, three types of criminality, and discusses treatment and prevention.

Supplier: Learning Resources Service

MENTAL HEALTH

"VERDICT AT 1:32" - 22 minutes

This is a documentary dramatically depicting the effects of alcohol on the brain. It follows the lives of two persons to their untimely deaths. Each drank before he drove and in doing so they sentenced themselves. Their verdicts came ...at 1:32 p.m.

Supplier: Texas Department of Public Safety

"SEXUALITY AND CRIME" - 30 min/B&W/$5.00-4 days

Discusses sex crimes of all types.

Supplier: Learning Resources Service

"THE CRY FOR HELP" - 33 min/B&W/$4.10-4 days

Produced by: The Louisiana Association for Mental Health

A training film for law enforcement and detention personnel, designed to develop an intelligent understanding of the suicidal person. Presents some of the major causes of suicide and problems of handling and teaches personnel to recognize their "cry for help."

Supplier: Learning Resources Service

"THE ALCOHOLIC CRIMINAL" - 30 min/B&W/$5.00-4 days

Discusses the effects of alcohol and relates this to crime.

Supplier: Learning Resources Service

"SICK MINDS AND CRIME" - 30 min/B&W/Prod. by NET Film Service

Discusses the relationship of mental illness to criminal behavior. Emphasizes the functional disorders of schizophrenia, paranoia, and manic-depressive psychoses. Shows an interview with a schizophrenic type and compares him to persons suffering other psychic disorders. Presents brief episodes with a "normal" criminal, a psychopath, and a mentally deficient person. Demonstrates their reactions to situational demands.

Supplier: Learning Resources Service

8. Patrol Procedures.

This course discusses the functions and problems of the foot patrol and/or vehicular patrol, methods of communications, responding to calls, techniques of search and seizure, interviewing, how to handle crowds, drunks, mental illness cases, and family cases. It will teach the student how to report incidents by the writing of a formal report and filling out of the standard forms.

Bibliography

ARREST: THE DECISION TO TAKE A SUSPECT INTO CUSTODY
By Wayne R. LaFave - (American Bar Foundation's Administration of Criminal Justice Series)
Brown Little
1965

POLICE PATROL READINGS
By S. G. Chapman
Charles C. Thomas
1964

PATROL PROCEDURES
By G. T. Payton
Legal Book Store
1964

POLICE PATROL
By R. L. Holcomb
Charles C. Thomas

PRATICAL POLICE KNOWLEDGE
By J. E. Towler
Charles C. Thomas
1960

LAWS OF ARREST
By Edward C. Fisher
Traffic Institute, Northwestern University
1967

Also see Bibliography for Introduction to Law Enforcement

Films

"EMERGENCY VEHICLE OPERATIONS COURSE (EVOC)" - 18 minutes

This film is a training film for Police Agencies only. Trains officers to drive on emergency calls and when called upon to apprehend law violators. Loaned Free

Supplier: Texas Department of Public Safety

"SEARCH AND SEIZURE" - 19 min/Loaned Free

This film is a training film. It teaches the officer the proper safe procedure of searching a person.

Supplier: Texas Department of Public Safety

"WHEELS OF TRAGEDY" - 28 min/Loaned Free

This film shows a new patrolman and his partner on routine patrol; their patrol starts in the late afternoon and goes through the night. The film shows actual scenes of wrecks - a driver goes to sleep at the wheel, end result - "Death;" a truck driver becomes dazed because of driving too long without stopping for a rest and runs into the back of the car in front of him, killing all passengers.

A teenage driver is cautioned by his date to slow down, but does not heed her warning - consequence - a horrible wreck. Several other bad wrecks are shown. At the end of patrol their thoughts were "we must stop this slaughter on the highways."

Supplier: Texas Department of Public Safety

"AUTO THEFTS" - 8 min/Produced by Ford Motor Company

Shows precautions which should be taken by a motorist to prevent theft of his car.

Supplier: New York Police Department, ATTN: Police Academy
240 Centre Street
New York, New York 10013

"BEAT PATROL AND OBSERVATION" - 22 min/Sale Price $172.00
Rent $10.00 per week

Beat Patrol activity is depicted in city of 90,000, following several officers from beginning of shift through many assignments and functions. Emphasis is on "routine" activities of beat patrol, rather than on the spectacular and dramatic. The film is designed to aid recruiting programs as well as to present a realistic picture of the beat patrolman's duties.

Supplier: Peace Officers' Association of the State of Calif.
802 Forum Building
Sacramento, California

"THE PROWLER" - 26 min/Prod. by Police Science Productions

This film shows how to handle a prowler call, approach, victim interview, search of area, and other special techniques.

Supplier: New York Police Department
ATTN: Police Academy
240 Centre Street
New York, New York 10013

"PURSUIT" - 20 min/Produced by San Diego Police Department

This film depicts proper techniques and safety factors in police pursuit driving.

Supplier: San Diego Police Department
Training Division
San Diego, California

"ROUTINE STOPS" - 15 min/Produced by Charles Cahill & Associates

Basic points are outlined which insure safety for law enforcement officers dealing with routine traffic violators.

Supplier: Charles Cahill and Associates
5746 Sunset Boulevard
Hollywood, California

"UNREASONABLE SEARCHES AND SEIZURES" - 30 min/$4.50-4 days

The procedural civil liberties contained in the Fourth Amendment pose perplexing problems. What are the conditions which make a search or a seizure "reasonable?" When is evidence being taken in such a way that the accused is really being compelled to testify against himself against his will? Can illegally obtained evidence be introduced in the courts?

Supplier: Learning Resources Service

9. Criminal Investigation.

This course presents the techniques of investigation of various types of crimes and persons. It offers a general background on vice and organized crime and demonstrates the crime scene search, procedures, and proper recording of pertinent information. It deals with scientific crime detection devices, laboratories, and the resources that the investigator may use. The collection, identification, and preservation of evidence, photography, and the use of the polygraph are also covered.

Bibliography

AN INTRODUCTION TO CRIMINALISTICS
By C. E. O'Hara
Macmillan
1960

FUNDAMENTALS OF CRIMINAL INVESTIGATION
By C. E. O'Hara, Published by Charles C. Thomas
1961

MODERN CRIMINAL INVESTIGATION
By H. Soderman
Funk and Wagnalls
1962

Films

"CRIMINAL INTERROGATION" - 23 min/Loaned Free

Demonstrates interrogation techniques for the questioning of a variety of subjects, how they react to certain types of questioning, proper surroundings for interrogations, the use of the polygraph, etc.

Supplier: Texas Department of Public Safety

"HOMICIDE INVESTIGATION" - 23 min/Loaned Free

Deals with collection and preservation of evidence at scene of crime, working with laboratory technicians in examination and comparison of evidence, such as photography at the scene of homicide, search and comparison of latent fingerprints, comparison of bullet from body with suspected firearm, determining distance from which gun was fired, performing autopsy, examination of liver for poisons with the aid of the spectrophotometer, determining the amount of alcohol present in blood, handwriting comparisons.

Supplier: Texas Department of Public Safety

"SAFE BURGLARY INVESTIGATION" - 23 min/Loaned Free

Demonstrates how easy it is to get into a safe by knocking nob, punching pin, peeling, or with the aid of explosives; also, laboratory aids which the officer can utilize in his investigations are portrayed, such as latent fingerprints, tool marks left by the punch, samples of paint for spectrographic analysis.

Supplier: Texas Department of Public Safety

"THEY'RE ALWAYS CAUGHT" - 21 minutes

Shows operation of a crime laboratory in the apprehension of a murderer; various criminalistics functions.

Supplier: Teaching Film Custodians, 25 West 43rd Street
New York, New York

"BURGLARY INVESTIGATIONS" - 20 minutes

This film shows various items of evidence which might be found at the scene of a burglary. It includes use of a laboratory, scientific crime detection techniques, and subsequent trial of the subject.

Supplier: FBI, Washington, D. C. (A copy is available in each field division).

"CRIME SCENE SEARCH" - 20 minutes

This film depicts the proper method of conducting crime scene search in connection with the investigation of a bank robbery.

Supplier: FBI, Washington, D. C. (A copy is available in each field division).

"THE COLLECTING, IDENTIFYING, AND PACKAGING OF EVIDENCE" 22 minutes

This film depicts the proper method of handling evidence at the scene of a crime.

Supplier: FBI, Washington, D. C. (A copy is available in each field division).

"ELEMENTS OF INVESTIGATION" - 15 min/Prod. by Golden State Productions - Sale Price $117/Rental $10.00 per week

This film presents the basic steps to be followed in an investigation of a crime.

Supplier: Peace Officers' Association of the State of California, 802 Forum Building, Sacramento, California

"INTERVIEWING WITNESSES" - 12 min/Produced by Vogue-Wright

This film shows the proper methods of questioning and handling witnesses, particularly in traffic accidents.

Supplier: Cincinnati Police Department, Personnel And Training Division, Cincinnati, Ohio

"KNOW THE CAUSE" - 25 min/Los Angeles Co. Fire Department

This film is used to train arson investigators; it shows techniques and motivating factors of the arsonist.

Supplier: Los Angeles Co. Sheriff's Academy, Visual Aids Section, 1060 N. Eastern Ave., E. Los Angeles

"RECOGNIZING AND PROTECTING THE CRIME SCENE" - 14 minutes
Sale Price $117.00/Rental $10.00 per week

This film stresses the importance of recognizing the scope of the criminal's activity at the crime.

Supplier: Peace Officers' Association of the State of Calif.

10. Highway or Street Traffic Supervision.

This course teaches the officer the fundamentals of keeping order on streets and highways within existing regulations, to make their use safe and expeditious. The three main direct functions to be covered are:

a. Traffic Accident Investigation. This includes but is not necessarily limited to accident reporting; on the scene accident investigation; follow-up accident investigation; traffic law enforcement arising from the accident; traffic direction and other emergency services to prevent additional injury, damage, or loss; and preparing, in addition to routine traffic accident reports, a traffic citation or special traffic accident investigation report stating conclusions about how and why the accident occurred.

b. Traffic Direction. The part of traffic supervision that involves telling drivers and pedestrians how and where they may or may not move or stand at a particular place, especially during periods of congestion or in emergencies, generally all police activities necessary to insure smooth and orderly flow of traffic.

c. Police Traffic Law Enforcement. The part of traffic law enforcement performed by police or other agencies with police power; this includes, in addition to police traffic enforcement action, the deterrent to law violations created by the presence of uniformed police officers or deputies and their special equipment; and, assistance to courts and prosecutors.

Bibliography

GUIDELINES FOR LAW ENFORCEMENT EDUCATION PROGRAMS IN COMMUNITY AND JUNIOR COLLEGES
By Thompson Crockett and James D. Stinchcomb
American Association of Junior Colleges
1968

THE ROLE OF THE COMMUNITY COLLEGE IN DEVELOPING TRAFFIC SPECIALISTS AND TECHNICIANS
By Richard Bishop and Gordon Sheehe
American Association of Junior Colleges
1968

TRAFFIC ACCIDENT INVESTIGATORS MANUAL FOR POLICE
By J. Stannard Baker
The Traffic Institute, Northwestern University
1966

DICTIONARY OF HIGHWAY TRAFFIC
By J. Stannard Baker and William R. Stebbins, Jr.
Traffic Institute, Northwestern University
1964

VEHICLE TRAFFIC LAW
By Edward C. Fisher
Traffic Institute, Northwestern University
1964

POLICIES AND PROCEDURES FOR LAW ENFORCEMENT ADMINISTRATORS
By National Sheriffs' Association
1968

MANUAL ON CLASSIFICATION FOR MOTOR VEHICLE TRAFFIC ACCIDENTS
By Committee on Unform Traffic Accident Statistics
National Safety Council
1962

TRAFFIC DIGEST & REVIEW
By Traffic Institute, Northwestern University
Monthly

POLICE TRAFFIC CONTROL FUNCTION
By Paul B. Weston
Charles C. Thomas Publishing Co.
1960

UNIFORM VEHICLE CODE AND MODEL TRAFFIC ORDINANCE
By National Committee on Uniform Traffic Laws and Ordinances
Revised 1968

Films

"FATAL MEETING" - 14 minutes/Loaned Free

A dramatic study of head-on collisions. High speed photography details what happens when two cars meet head-on at 52 mph. (UCLA Engineering experiment).

Supplier: Texas Department of Public Safety
Personnel and Training Division
P. O. Box 4087, North Austin Station
Austin, Texas 78751

"KNIGHTS OF THE HIGHWAY" - 10 minutes (Loaned Free)

Picture deals with commercial vehicle operation and interstate hauling. Stresses safety in night driving.

Supplier: Texas Department of Public Safety

"QUESTIONING DRIVERS AND WITNESSES IN ACCIDENT CASES" - 10 min.

Shows the recommended procedure for interrogation of witnesses and drivers at the scene of the accident. The film illustrates some of the common types of drivers and witnesses which the officer may encounter and suggests interrogation approaches which will help him obtain the most effective testimony.

Supplier: Texas Department of Public Safety

"ROUTINE STOPS" - 15 minutes

A California Highway Patrol training film emphasizing that there is no such thing as a "Routine Stop." Basic points are outlined that will provide maximum safety for law enforcement officers dealing with traffic violators...series of dramatic vignettes.

Supplier: Texas Department of Public Safety

"DETECTING AND RECORDING SKID MARKS" - 10 minutes/Loaned Free

Skidmarks are important to fixing responsibility in traffic accidents and to getting a conviction for violators involved. As its title implies, the film demonstrates and explains the necessary techniques for obtaining all possible skidmark data and emphasizes the necessity for accuracy and attention to detail in this activity.

Supplier: Texas Department of Public Safety

"HIT AND RUN INVESTIGATION" - 10 min/Dallas Jones Productions

This film illustrates techniques used by traffic officers in hit-run investigation; the gathering of evidence at the scene; the use of police facilities; and, persistent leg work result in the arrest of the wanted driver.

Supplier: New York Police Department, ATTN: Police Academy
240 Centre Street, New York, N. Y. 10013 Order No. 235

"SIGNALS AND GESTURES" - 10 minutes

In a simple and straight-forward manner, this basic training film demonstrates traffic control at busy intersections by the traffic officer. The film graphically shows approved and standard signals and gestures being used in actual traffic situations.

Supplier: Texas Department of Public Safety

"SIGNS OF LIFE" - 11 minutes

Traffic and warning signs are shown, their shape and the message they carry explained. All types of highway markings are shown and the reason for their placement. Arm signals, proper usage and why they are a must for safe driving. The driver's responsibilities at school zones and when approaching school buses are shown, plus many other safety facts.

Supplier: Texas Department of Public Safety

"TRAFFIC OFFICER IN COURT" - 10 minutes

A police officer loses a case in traffic court, and his superior officer goes to the judge to find out why. The judge supplies the answer. He shows how a knowledge of case preparation and of effective courtroom procedure on the part of the police officer can result in satisfactory prosecution of traffic violators.

Supplier: Texas Department of Public Safety

"TRAFFIC POLICE" - 6 minutes

Honesty, expertness, and judgment essential.

Supplier: Texas Department of Public Safety

"TRAFFIC VIOLATION CASE PREPARATION" - 10 minutes

A police officer and the prosecutor meet to plan their combined strategy in a traffic violation case. The film shows the officer's procedure at the accident scene, his follow-up interrogation of witnesses, and his preparation of the information for court presentation. The necessity for cooperation between the police officer and the prosecutor is stressed.

Supplier: Texas Department of Public Safety

"DESIGN FOR HIGHWAY SAFETY" - 13 minutes

This is a documentary film presented by "Industry on Parade. The film recommends an adult driver training refresher course.

Techniques of modern highway engineering are shown. A study of safety devices for automobiles is presented. It takes a brief look into the future and its possibilities, if the American people will accept it. Safer highways, safer cars, and safer drivers can make driving a pleasure.

Supplier: Texas Department of Public Safety

"FREEWAY PHOBIA, PART II" - 15 minutes

This film deals with emergency situations many of which begin "OFF" the freeways: faulty car maintenance (tires, brakes, wipers, hood latches, radiators, battery, etc.), loose objects within the car which become flying projectiles, badly loaded trailers, inadequate fuel supply, proper techniques if actual breakdown occurs (flares, lights, distress signals, etc.), mental and physical condition of driver, safety belts.

Supplier: Texas Department of Public Safety

"ACCIDENT INVESTIGATION" - 34 min/Prod. by Police Science Productions, Order number 201

This film shows the handling of a traffic accident, sobriety examination, photographing the scene, interview of victim, witnesses.

Supplier: New York Police Department
ATTN: Police Academy
240 Centre Street
New York, New York 10013

"THE CAMERA IN ACCIDENT INVESTIGATION" - 15 min/Chas. Cahill Assoc.

This film shows elementary facts on cameras, lenses, exposure, types of film as well as basic photographic principles of accident scene coverage.

Supplier: Charles Cahill And Associates
5746 Sunset Boulevard
Hollywood, California

"MOTOR ENFORCEMENT PATROL" - 21 min/Chicago Police Department.

This film shows the proper methods of patrolling for traffic enforcement by both squad car and motorcycle.

Supplier: Chicago Police Department
Training Bureau
1121 S. State Street
Chicago, Illinois

"OFFICER-VIOLATOR CONTACTS" - 8 min/National Film Board of
Order number 133 Canada

This film shows methods of issuing citations and calming irate drivers.

Supplier: New York Police Department
ATTN: Police Academy
240 Centre Street
New York, New York 10013

"OFFICER-VIOLATOR RELATIONSHIPS" - 10 min/Dallas Jones Prod.
Order number 406

This film shows methods of contacting the traffic violator; the officer's point of view - the violator's.

Supplier: Same as above

"PROTECTING THE SCENE OF AN ACCIDENT" - 10 min/Dallas Jones Productions - Order number 236

This film shows graphically and simply how the traffic officer called to the scene of an accident handles the public and himself in protecting the accident scene.

Supplier: Same as above

11. Juvenile Procedures.

This course discusses the special problems concerned with the investigation, arrest, and adjudication of crimes committed by juveniles. The trainee is made aware of the sensitivity of such cases and the special practices in the administration of the law that applies to them.

Bibliography

POLICE HANDLING OF JUVENILES
By Philip Lichtenberg
Office of Juvenile Delinquency and Youth Development
1966

Also see Bibliography for General Criminology.

Films

"YOUTH AND THE LAW" - 36 min/B&W/Prod. by McGraw-Hill

Film from Pennsylvania Department of Public Welfare outlining the role of the Juvenile Police Officer.

90

Supplier: International Film Bureau or McGraw-Hill Book Co.
322 So. Mich. Ave. 330 W. 42nd Street
Chicago, Illinois 60604 New York, N.Y. 10036

"THE DANGEROUS YEARS" - 30 min/Produced by Wolper Associates for Kemper Insurance Company

Through real life situations and frank interviews with juvenile officers, probation officers, policemen, juvenile court judges, and hardened young criminals, the documentary explores juvenile crime in our country today. Considers some possible solutions; raises questions for the responsible citizen to consider.

Supplier: Kemper Insurance
National Advertising Supervisor
Mutual Insurance Building
4750 Sheridan Road
Chicago, Illinois 60640

"HEADED FOR TROUBLE" - 33 min/plus 7-1/2 min trailer
Produced by Potomac Films for Public Affairs Committee

Urges cooperation of community to redirect the child headed for trouble. Stresses unique role of police. Concluding panel discussion led by psychiatrist and various police officers. Illustrates how a good police department juvenile bureau should function.

Supplier: Public Affairs Committee
381 Park Avenue South
New York, New York 10016

"BOY IN COURT" - 12 min/Produced by National Probation Assoc.

What might happen to a boy in police court and prison is contrasted with his treatment in a model juvenile court and under a probation system.

Supplier: Audio-Visual Center
University of Indiana
Bloomington, Indiana

12. Defensive Tactics.

In this course the officer is taught how to protect himself, subdue an assailant, and apply the means of putting him under control through the use of restraints and come-along holds. It includes the use of the baton, handcuffs, and other restraints. The basic rudiments of boxing are taught as well as the application of basic throws that are used in hand to hand combat. The student will be given sufficient instruction and practice to become proficient in the application of these tactics.

Bibliography

HANDBOOK OF SELF DEFENSE
By John Martone, Lieutenant Commander, U.S.C.G.R.
Arco Publisher
1961

THE YAWARA STICK AND POLICE BATON
By J. McCauslin Moynahan, Jr.
Charles C. Thomas
1963

MODERN SELF DEFENSE
By R. H. Sigward
W.C. Copp & Associates
1958

JUDO AND SELF DEFENSE
By E. G. Bartlett
Arco Publisher
1962

POLICE JU JITSU
By J. McCauslin Moynahan, Jr.
Charles C. Thomas
1962

Films

"BATON TRAINING" - 12 min/Produced By Los Angeles Police Department

Proper drilling, maneuvers with the baton, technique of using the baton in offense and defense.

Supplier: New York Police Department, ATTN: Police Academy
240 Centre Street
New York, New York 10013

"DEFENSIVE TACTICS—YOUR PERSONAL WEAPONS OF DEFENSE"17 min.

This film is primarily aimed at instruction in defensive tactics and shows various circumstances in which they are used.

Supplier: FBI, Washington, D. C.

"POLICE BATON" - 10 min/Prod. by Los Angeles Police Dept.

A film for use in conjunction with a course in riot control, self defense, and mechanics of arrest. Sets forth the description and specifications of the 26" riot stick, and incidental uses of the same.

Supplier: State Department of Education-Order No. AV 387
721 Capital Avenue
Sacramento, California

"HANDLING ABNORMAL PEOPLE" - 45 min/Prod. by United World Films

This film illustrates the methods of controlling the behavior of abnormal psychological types.

Supplier: Virginia State Police
Richmond, Virginia

13. Firearms.

This course aims to develop sufficient proficiency to provide the student with confidence in his ability to use firearms. It discusses the legal aspect of the use of firearms such as when their use is warranted, the moral considerations, the regulations, and some of the court decisions concerning the use of firearms by law enforcement officers. The course will provide classroom instruction in the nomenclature, safety, care of weapons, and range procedure. Preliminary instruction will be followed by firing of the weapon at various types of targets and on a combat course. The student will be made familiar with other types of firearms that he might be required to use in the course of his duties.

Assistance in developing a firearms training course can be obtained through the Federal Bureau of Investigation.

The National Rifle Association of America is very active in the development of police firearms training. The NRA will provide police instructor training, free of charge, to law enforcement agencies on request. In addition, it has developed filmstrips, wall chart training aids, and a comprehensive POLICE FIREARMS INSTRUCTOR MANUAL that will prove invaluable to any firearms training program.

Bibliography

NRA FIREARMS AND AMMUNITION FACT BOOK
By National Rifle Association of America
1600 Rhode Island Avenue, N.W.
Washington, D.C. 20036

NRA POLICE FIREARMS INSTRUCTOR MANUAL
By National Rifle Association of America

COMBAT SHOOTING FOR POLICE
By P. B. Weston
Charles C. Thomas
1961

TACTICS IN THE POLICE USE OF FIREARMS
By Colin Greenwood
Published by H. Leah
17 Hallroyd Road
Lancashire, England

FACTS, FADS AND FALLACIES ABOUT SHOOTING RANGES
By Ted Busch
Caswell Equipment Co.
1210 Second Avenue, N.
Minneapolis, Minn. 55405

Films

NRA COMBAT SHOOTING — This filmstrip is a continuation of the NRA Pistol Filmstrip which deals with pistol shooting fundamentals. The Combat Shooting Filmstrip includes 85 frames and shows the police revolvers, police loading of the revolver, and complete coverage of the combat positions. A detailed Instructor's Guide accompanies each filmstrip. The filmstrip is in 35mm color (standard slide projector size). Filmstrips may be shown on any filmstrip projector or standard 35mm slide projector with a filmstrip adapter or may be cut into individual frames and mounted for slide projector use.

NRA PISTOL SHOOTING — This filmstrip is devoted to the fundamentals of handgun shooting. It includes both self-loaders and revolver shooting techniques.

NRA SHOTGUN SHOOTING — This filmstrip is devoted to the fundamentals of shotgun shooting and the information and skills necessary to it.

NRA RIFLE SHOOTING (BASIC INSTRUCTION AND THE PRONE POSITION) This filmstrip covers the fundamentals of shooting the rifle and the prone position. The subject matter contained is the foundation on which all good rifle shooting is built.

NRA RIFLE SHOOTING (POSITIONS) — This filmstrip includes the kneeling, sitting, and standing positions. Emphasis is placed on the principles which control good shooting positions, relaxation and bone support, and several variations in each position.

The above filmstrips are available from:

National Rifle Association of America
1600 Rhode Island Avenue, N.W.
Washington, D. C. 20036

"AT HOME WITH GUNS" - 13 minutes

An entertaining and informative film on basic firearms safety in the home. It covers safe handling and storage practices and is directed toward those who are completely unfamiliar with firearms. The film, which can be used as a training film, starts with unsafe practices sometimes found in homes and ends with this situation corrected — and a mother confident in her knowledge of firearms safety and feeling at home with guns.

Supplier: Texas Department of Public Safety

"FIRING LINE" - 20 minutes

Fundamentals of revolver shooting, safety on the range, sight picture, trigger squeeze, etc.

Supplier: Los Angeles County Sheriff's Academy
1060 N. Eastern Avenue
East Los Angeles, California

"FUNDAMENTALS OF REVOLVER SHOOTING" - 17 minutes

This film illustrates safety precautions to be observed with firearms, and also techniques of good target shooting, loading, and sighting.

Supplier: Los Angeles Police Department
150 N. Los Angeles Street
Los Angeles, California

"FUNDAMENTALS OF SINGLE-ACTION REVOLVER SHOOTING" - 18 minutes

This film demonstrates the fundamentals of single-action revolver shooting.

Supplier: FBI, Washington, D. C. (A copy is available in each field division).

Training Aids

NRA PISTOL INSTRUCTION - Five charts 17 x 22 inches, showing handgun parts and ammunition, aiming, position and grip, loading, range discipline, and safety.

NRA SHOTGUN INSTRUCTION — Six charts 17 x 22 inches, showing shotgun types and ammunition, measurements and choke forms, shooting the shotgun, shotgun as a rifle, safety rules, trap and skeet layouts.

NRA RIFLE INSTRUCTION — Six charts 17 x 22 inches, showing rifle parts and ammunition, safety rules, positions, sighting, sight adjustments, and use of the sling.

The above charts are available from:

National Rifle Association of America
1600 Rhode Island Avenue, N.W.
Washington, D. C. 20036

14. Chemical Weapons.

The student will be made familiar with the various types of chemical weapons that are available to the law enforcement officer. The various types of chemical weapons, their mechanical functioning, and application will be taught. It also covers self protection from the effects of chemicals and first aid to be used when exposed to them. The use of chemical weapons in mob control is taught in theory and practice so that each student gets an awareness of the effectiveness of these weapons in relation to an area and the wind.

Bibliography

TRAINING OFFICER'S — TEAR GAS BLUE BOOK
A manual of tear gas information written expressly for the tear gas training officer by Federal Laboratories, Inc.
Saltsburg, Pa. 15681

RIOT CONTROL - MATERIEL AND TECHNIQUES
Col. Rex Applegate
Stackpole Books
1969

Films

"MOB AND RIOT CONTROL" - 14-1/2 minutes, Produced by Peace Officers' Association of the State of California

This film illustrates up-to-date controlling of mob and riot situations. Included are tactical square formations, use of baton, use of smoke and tear gas.

Supplier: Bureau of Audio Visual Education-Order No. AV 804
State Department, 721 Capital Mall
Sacramento, California

15. First Aid.

The standard course presented by the American Red Cross through one of its qualified instructors, supplemented by the recommended training films, will serve adequately to train the recruit officer in the procedures he will need to render first aid in case of injury, illness, poisoning, childbirth, and other emergencies.

Bibliography

FIRST AID TEXTBOOK
By American National Red Cross
Doubleday
Latest Edition

Films

"FIFTY THOUSAND LIVES" - 13 minutes

This is a first aid Film. It discusses direct mouth-to-mouth resuscitation recently approved by the National Research Council and the American Red Cross and now recognized by all leading authorities and the method of choice for artificial respiration. It also portrays the new mouth-to-mouth and mouth-to-airway resuscitation in simple, step-by-step, demonstrations.

"FIRST AID NOW" - 20 minutes

Demonstrates emergency treatment for persons who are not breathing, are bleeding, have broken bones, or who have severe burns.

"PULSE OF LIFE" - 27 minutes

This film shows the latest methods of resuscitation: Mouth-to-mouth breathing. External heart compression. Shows actual cases where these methods were vital to saving a life.

"THAT THEY MAY LIVE" - 19 minutes

The film demonstrates the basic steps in mouth-to-mouth breathing. It shows when and where the method should be applied, who can learn, and how it is best performed.

"YOU ARE THE LIFEGUARD" - 8 minutes

This is a water safety film. It shows all phases of water safety, boating, skiing, swimming and urges everyone to learn about the hazards of water sports.

All of the above films are supplied free of charge by the
Texas Department of Public Safety
Personnel and Training
P.O. Box 4087, North Austin Station
Austin, Texas 78751

"FIRST AID IN PREVENTION OF SHOCK" - 26 minutes

This film shows the value of intelligent first aid. It deals with several types of wounds and tells how shock may develop and how to prevent it.

Supplier: Los Angeles County Sheriff's Academy
1060 N. Eastern Avenue
East Los Angeles, California

"MOUTH TO MOUTH RESUSCITATION" - 12 minutes

This film gives step-by-step demonstrations of the application of mouth-to-mouth resuscitation to an infant, a small child, a youth, and an adult twice the size of the operator.

Supplier: University Extension
Public Film Rental Library
2272 Union Street
Berkeley, California

"SUDDEN BIRTH" - 23 minutes/Sale Price $210.00

The story of an actual birth in the rear seat of an auto, and what a "rookie" patrolman with limited knowledge and no experience has to do with two lives at stake.

Supplier: Golden State Film Production
1032 Mariposa Avenue
Berkeley, California

16. Civil Process.

This course teaches the functions of the deputy in the area of civil process including quasi-criminal court writs. It also covers the procedures and limitations in service and returns, and distinguishes between the various court orders used in civil process.

Bibliography

YOUR STATE CIVIL CODE

THE MICHIGAN SHERIFF
By D. Hale Broke
Published by The Michigan Sheriffs' Association
210 Hollister Building
Lansing, Michigan

MANUAL
Civil Process Bureau
Public Safety Department
Metropolitan Dade County
Miami, Florida

FIELD TRAINING

Supervised field training has value in supplementing formal instruction by providing a variety of experiences of a realistic nature which the trainee is required to handle under the direction of a more experienced officer. The officer who is detailed to provide such supervision should be one who is selected on the basis of ability to provide the proper type of instruction.

The deputy designated as the training officer should be provided with a check list of functions and situations to which the recruit officer will respond. The training officer should have the trainee perform law enforcement functions in different situations and should observe the manner in which he responds. This gives the recruit the opportunity to apply classroom theory to actual practice and in turn gives the training officer the opportunity to evaluate the recruit and the effectiveness of the training program. Field training should be followed by periodic group discussions on the problems and procedures encountered by the trainee.

The President's Commission on Law Enforcement and Administration of Justice recommends "an absolute minimum of 400 hours of classroom work" spread over a four to six month period so that it can be combined with carefully selected and supervised training.

IN-SERVICE TRAINING

Veteran officers should be required to return to school for a period of from 40 to 80 hours annually. The purpose of in-service training is to provide the officer with information on new developments such as improved equipment, new law enforcement techniques, changes in department rules and procedures, and current community problems, and to correct deficiencies in current practices. It presents the opportunity to discuss law enforcement problems with other experienced personnel.

An example of on-going training is that training given at roll-call before each tour of duty. It consists of a short period of approximately 15 minutes of instruction.

Specialized training is training in the use of new equipment and special training to meet new situations. Training for new duties such as an assignment to a detective squad, work in the crime laboratory, photography, identification, and other specialized technical work, should precede the assumption of such duties.

MIDDLE MANAGEMENT

An advanced course is necessary to train selected officers in command and administrative skills in order to prepare them to assume responsibilities over a group of officers or the administration of a departmental unit.

The course should include:

a. Orientation

b. The Changing Role of Police in a Changing Society

c. Techniques of Supervision

d. Human Relations in Supervision

e. Psychology of Leadership

f. Preparation of Duty Roster

g. Preparation of Reports

h. Staff Training

TOP MANAGEMENT

This course of instruction is to provide the advanced skills required for supervision, command responsibilities, and administration. A Top Management Course should include:

a. An orientation to the course

b. The changing role of police in a changing society

c. Organization and Management

- (1) Line, Staff, and Auxiliary Functions
- (2) The Principles of Administration
- (3) Techniques of Supervision
- (4) Channels of Command

d. Motivation

- (1) Human Relations in Management
- (2) Staff Supervision
- (3) Case Studies in Leadership
- (4) Effective Communications
- (5) Conference Leadership

e. Implementation

- (1) Research Planning and Analysis
- (2) Deployment and Use of Personnel
- (3) Financial Planning, Execution, and Control
- (4) Community Relations, Program Management
- (5) Information Management
- (6) Training Program Management
- (7) Personnel Management
- (8) Planning for the Future

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Bibliography

POLICE ADMINISTRATION, 2ND EDITION
By O. W. Wilson
McGraw-Hill Publishing Co.
1963

TRAINING AND DEVELOPMENT HANDBOOK
By American Society for Training And Development
McGraw-Hill
1967

JOURNAL OF CRIMINAL LAW, CRIMINOLOGY AND POLICE SCIENCE
By George H. Brereton
"The Importance of Training and Education in the Professionalization of Law Enforcement"
May/June 1961

INTERDISCIPLINARY PROBLEMS IN CRIMINOLOGY: PAPERS OF THE AMERICAN SOCIETY OF CRIMINOLOGY
By H. P. Vignola "The Personality of the Police Officer"
1964

PROFESSIONALIZATION
By Howard M. Vollmer
Prentice-Hall
1966

THE CRISIS OF QUALIFIED MANPOWER FOR CRIMINAL JUSTICE: AN ANALYTIC ASSESSMENT WITH GUIDELINES FOR NEW POLICY
Office of Juvenile Delinquency and Youth Development
1969

PATROL ADMINISTRATION
By G. D. Gourley
Thomas
1961

MUNICIPAL POLICE ADMINISTRATION
By Institute for Training in Municipal Administration
International City Managers' Association
1969

POLICE ORGANIZATION
By V. A. Leonard
Foundation Press
1964

THE SUPERVISION OF PERSONNEL: HUMAN RELATIONS IN THE MANAGEMENT OF MEN By J. M. Pfiffner
Prentice-Hall
1964

Films

"ALL I NEED IS A CONFERENCE" - 30 minutes
Produced by General Electric Company

This film shows the problems of conference leadership including individual prejudices, attitudes, ideas, and how to draw out participants.

Supplier: New York Police Department
ATTN: Police Academy
240 Centre Street
New York, New York 10013

"FILM TACTICS" - 22 minutes

This is a Navy training film which shows the best way to use films and visual aids in training.

Supplier: United World Films
1445 Park Avenue
New York, New York

"PATTERNS OF INSTRUCTION" - 35 minutes/Roundtable Productions

This film shows the techniques used by a football coach, then relates it to a training officer. The film demonstrates the four step approach to instruction initiated by Dr. Charles Allen highlighting the methodology of instruction as well as the psychological principles of learning.

Supplier: New York Police Department
ATTN: Police Academy, 240 Centre Street
New York, New York 10013

"SUPERVISOR, THE" - 22 min/Sale Price $275-Rent $40.00 2 days

This film enumerates the many qualities a supervisor must have. Several humorous scenes show the transition of a patrolman who was one of the boys yesterday, who today must supervise his friends.

Supplier: Holton International, Inc.
305 East 47th Street
New York, New York 10017

"SUPERVISORY PROBLEMS" - 16 min/Los Angeles Police Dept.

This film shows a number of situations which may face the police sergeant and is designed to stimulate discussion.

Supplier: New York Police Academy

Advanced Law Enforcement Training in Management requires higher education in order to equip the administrator with the skills, knowledge, and confidence necessary to work with community leaders and high-level administrators in government units. Such education is available through community colleges, colleges, and universities.

JAIL MANAGEMENT

The Manual on Jail Administration published by the National Sheriffs' Association contains subjects on Custody, Security, Control, and Treatment which should be taught to all personnel assigned to duties within a jail or institution for sentenced prisoners.

A brief description of the correctional process should be included in a recruit course on "The Administration of Justice." The full course on Jail Management is intended for personnel at all levels assigned to duties in an institution.

Periodicals

The LEAA Newsletter, monthly, Law Enforcement Assistance Administration, U. S. Department of Justice, Washington, D. C., 20530

FBI LAW ENFORCEMENT BULLETIN, CRIME IN THE UNITED STATES U.S. Department of Justice, monthly, Washington, D. C.

NATIONAL SHERIFF, THE, bi-mo., National Sheriffs' Association, 1250 Connecticut Avenue, N.W., Washington, D.C. 20036

JOURNAL OF CRIMINAL LAW, CRIMINOLOGY AND POLICE SCIENCE, Northwestern University School of Law, quarterly, Williams and Wilkins Co., Baltimore, Maryland

POLICE, Bi-monthly Charles C. Thomas, Springfield, Illinois

STATISTICAL ABSTRACT OF THE UNITED STATES, annually, U.S. Bureau of Census, U.S. Government Printing Office, Washington, D. C.

POLICE CHIEF, THE, International Association of Chiefs of Police, monthly, Washington, D. C.

TRAINING KEY, THE, International Association of Chiefs of Police, semi-monthly, Washington, D. C.

TRAFFIC DIGEST AND REVIEW, Northwestern Traffic Institute, Northwestern University, Evanston, Illinois

SUMMARY

The relationship of terms relating to training may be illustrated as follows:

PHILOSOPHY
(Basis for Training)

COMPREHENSIVE TRAINING PROGRAM
(For a Department)

SPECIFIC TRAINING PROGRAM
(for a level, *e.g.*, recruit
or a purpose, *e.g.*, for jail
assignment)

CURRICULA
(Group of Courses)

COURSE
(*e.g.*, Patrol Procedures)

Education is based on a similar structure, but is provided by colleges and universities in preparation for administrative and supervisory positions. It is less vocationally oriented and more concerned with the principles of a subject and broadening the base of knowledge for the student.

The levels of training courses are:

a. Top Management

b. Middle Management

c. Supervisory

d. Refresher In-Service

e. Basic Recruit

Interspersed are courses to train for a specialized function or on the use of special equipment

Roll-call training is an on-going activity.

A suggested curriculum for recruit training has been presented together with an appropriate bibliography and list of training films to select from for each subject. This should be augmented with additional courses as the Sheriff feels the need for them.

The Middle and Top Management Courses contain some subjects in common, *e.g.*, Techniques of Supervision. These should be adjusted to the level of the students in each course.

CHAPTER 8

TRAINING SCHEDULES

After the curriculum for the training session has been formulated and accepted by the training committee, the manner in which each course will be presented should be established. Some factors follow which must be considered in scheduling the presentation of a course in relation to the other courses in the program.

1. The number of hours allocated to a particular course should be determined by the relative importance of the course in relation to the overall training program.

2. The sequence in which courses follow each other. A course in Juvenile Delinquency should precede the course in Juvenile Procedures. Some courses provide a better basis for understanding of other courses that follow them. Subjects, such as Criminology and Community Relations, require a certain amount of time to "sink-in," in other words, time to reflect and absorb subject matter the student has already received so that he is mentally prepared for the following sessions.

3. Class receptivity declines during the day. It is wise to schedule classes requiring alertness during the morning hours, and those requiring physical activity in the afternoon.

4. The location of the class session must be considered so that a minimum of time is spent in traveling between training areas. Unless the range is located close to the training building, it would be advisable to plan for a full day of range activity including subjects that can be taught and practiced in the range area.

5. The size of the class may vary, particularly when several programs are conducted simultaneously. This would require a master schedule of all rooms and training areas; so that some rooms are not overcrowded while others are too large for the number of students in the class.

6. Class breaks for lunch should be scheduled to apply to all classes. Similarly a ten minute break should be allowed between class hours.

7. Examinations should be scheduled for the last day of the week. This does not preclude the introduction of a short quiz at any time during a class session.

8. Holidays sometimes take a heavy portion of allotted time for training. If possible, it is best to avoid a period with several holidays in it. The training staff could use some "breathing time" to review and up-grade their courses and plan for improvement.

9. Reading assignments to prepare for each session should be selected so that they do not overlap into other courses. They should be chosen with a view to prepare the student to supplement the knowledge he has already received. When posted, each assignment should be classified as required or voluntary. Care must be exercised to avoid a number of reading assignments within a period of time that would place an unreasonable burden upon the student.

It will probably be necessary to make sudden changes in the training schedule because of sickness, emergencies, and other factors which are difficult to anticipate. This particularly applies to changes in instructors. Therefore, a member of the training staff should be prepared to substitute for a scheduled instructor who is absent.

A conspicuous bulletin board should contain:

1. A schedule of classes for the week such as the following.

SMITH COUNTY SHERIFF'S DEPARTMENT

TRAINING SCHEDULE CLASS NO. 6 THIRD WEEK-MARCH 23/27, 1970

7:30 to 8:00	INSPECTION	INSPECTION	INSPECTION	INSPECTION	INSPECTION
8:10 to 9:00	Juvenile Delinquency Room 1A	Juvenile Delinquency Room 1A	Snake Creek Range Chemical Weapons Theory	Juvenile Procedures Room 1A	Juvenile Procedures Room 1A
9:10 to 10:00	Professor Hendrix	Professor Hendrix	Demonstration Practice	Sgt. Hale	Sgt. Hale
10:10 to 11:00	Burglary M.O. Room 2A	Criminal Law Room 2A	Sgt. Ackerson Sgt. Roberts	Robbery M.O. Room 2A	Criminal Law Room 2A
11:10 to 12:00	Sgt. DuPont	Asst. D. A. Sharpe		Sgt. DuPont	Asst. D. A. Sharpe
LUNCH					
1:10 to 2:00	Traffic Procedures Assembly Room	Civil Procedures Room 2A	Snake Creek Range Assembly Area	The Deputy In Court Room 1A	EXAMINATION
2:10 to 3:00	Films Lt. Boone	Sgt. Jones	Patrol Procedures Lt. Boone	Judge Smithers	Narcotics Demonstration
3:10 to 4:00	Gymnasium Use of the	Gymnasium Use of the	Snake Creek Range Unarmed Defense	Gymnasium Unarmed Defense	NARCOTICS Assembly Room Film
4:10 to 5:00	Baton Sgt. Roberts	Baton Sgt. Roberts	Mr. Matsu	Mr. Matsu	"NARCOTICS-WHY NOT?" Mr. Chekoff

2. A list of reading assignments mentioning the course, date, and assignment (text and pages).

3. Administrative instructions and notices.

4. Current materials, related to courses, extracted from newspapers and periodicals.

Control of class hours is important because some instructors may go beyond their scheduled time. The ringing of a bell, or some other device, should signal the end of a class session.

Part-time in-service training programs can be planned to accommodate various situations. They are frequently designed for approximately fifteen minutes duration at roll-call.

During slack periods of the day or week a number of officers may be relieved of duty to attend in-service training courses. While this procedure is better than no training at all, it lacks the continuity and serious approach to make it as effective as you would want it to be.

Another in-service training approach is the following plan:

8 a.m. - 4 p.m. shift - relieved at 2 p.m.

4 p.m. - Midnight shift reports at 2 p.m.

Midnight - 8 a.m. shift officers may attend the 2 p.m. session or receive the training when rotated to one of the other shifts. This plan requires a training chart containing the names of the officers, the subjects of the training sessions, and the dates attended as indicated in the In-Service Training Control Sheet below.

IN-SERVICE TRAINING

CONTROL SHEET

PERIOD 6/1/69 to 12/31/69

NAME OF OFFICER	PATROL	INVESTIGATION	COMMUNITY RELATIONS	NARCOTICS	CRIMINAL LAW	TRAFFIC	JUVENILE PROCEDURE	WEAPONS
BROWN, Jos.	6/11	6/18	6/25	7/2	7/16	7/30	8/6	8/20
CROFT, George	6/11	6/18	7/2	6/25	7/16	7/30	8/6	8/20
DUNBAR, Wm.	6/18	6/11	7/2	6/25	7/30	7/16	8/20	8/6
GREY, Thomas	6/11	6/18	6/25	7/2	7/16	7/30	8/6	8/20
IVERS, Paul	6/18	6/11	6/25	7/2	7/30	7/16	8/20	8/6
KANE, Ron	6/18	6/11	7/2	6/25	7/16	7/30	8/6	8/20
MOORE, Pete	6/18	6/11	7/2	6/25	7/16	7/30	8/6	8/20
NELSON, Leon	6/11	6/18	6/25	7/2	7/30	7/16	8/20	8/6
PETERSON, T.	6/18	6/11	7/2	6/25	7/16	7/30	8/6	8/20
RICH, J.D.	6/11	6/18	6/25	7/2	7/30	7/16	8/6	8/20
STONE, Pat	6/11	6/18	6/25	7/2	7/30	7/16	8/20	8/6
WRIGHT, Earl	6/18	6/11	7/2	6/25	7/16	7/30	8/20	8/6

An alternative to the latter is the following:

First Session — for the 4 p.m. to Midnight shift

1:45 p.m. to 3:45 p.m.

Second Session — for the 8 a.m. to 4 p.m.

4:15 p.m. to 6:15 p.m.

The Midnight to 8 a.m. shift members attend either of the above sessions.

Officers taking self-study courses through the use of programmed educational devices or correspondence courses should be required to take examinations to test their achievement in the training subjects.

SUMMARY

A necessary part of planning and administering training is the proper schedule of courses and class sessions. In this chapter we discussed the role of the following in scheduling training:

1. Hours allocated to each course.
2. The sequence in which courses follow each other.
3. The receptivity, or mental alertness, of the students.
4. The location of each class session.
5. The size of the class in relation to the space assigned.
6. Class breaks.
7. Examinations and quizzes.
8. Holidays.
9. Reading Assignments.

The need for a back-up instructor was explained as well as the occasional necessity to shift classes in the schedule.

The use of a bulletin board for posting schedules, supplementary information, and reading assignments was described.

CHAPTER 9

EVALUATION

One of the most important phases of training is the evaluation of techniques, materials, and procedures that you have used, and the degree of success you have achieved in reaching your objectives. Evaluation will determine whether or not what you have been doing is worthwhile and/or whether or not it has served its purpose. Furthermore, the very important question of "how am I doing" will be answered not only for the instructor but for the student as well.

1. Values of an Examination.

The purpose of an examination is more than just obtaining a grade for the student; it has a number of other values. Consider the following:

a. To provide a basis for comparison of each student's progress. The results of an examination show whether student A is better than student B, who is in the top third, middle, and bottom third of the class, which students shall pass, and which students shall fail.

b. It spurs the student to study; hence, to learn. It is a good motivation to listen and learn. If a class is told that a test will be given immediately following the lecture it is about to hear, its members will listen more attentively. Since the grade a student receives influences his standing in the class or perhaps his future in the department, most students will take their studies more seriously in order to receive a better grade.

c. The examination is an aid to the instructor. It indicates which material is being absorbed by the students and which is not. It reinforces the main points of instruction, and indicates which questions were too easy and which too hard.

d. It helps improve instruction and learning by indicating the progress of the members of the class. The quality of the instruction and areas in which corrective action has to be taken are revealed. If the results of an examination disclose that the class is unusually bright (this occurs when it is selected from the top of a large list of eligibles), the instructor can use more advanced material or proceed more rapidly. If the examination indicates that the subject material is too much for the class to absorb, the pace may have to be slowed, or greater pains taken to make each point clearer to the students.

e. It helps in the selection of personnel. Since the test is a fairly good gauge for predicting success on the job, it also helps in selecting new personnel and officers for promotions and special assignments. It singles out those who need more instruction and those who seem hopeless for retention on the job.

2. Testing: An Educational Function.

The problem arises as to the kind of tests to be given and how to construct, administer, and grade them. The mechanics of doing so are well formulated, based on years of experience in educational and training circles.

The types and samples of examinations within this chapter merely serve as an introduction to the subject. It is recommended that the Sheriff or Training Officer interested in constructing and administering an examination contact his local school authorities for assistance. They probably will have a selection of literature that will help you choose the test appropriate for your purpose.

3. When Examinations Are Given.

Examinations are given, not only at the end of a course, but sometimes before a course is started, in order to determine the level of comprehension that the beginning student has of the subject matter. Tests can also be given while the course is in progress for the purpose of promoting interest, and determining the students' progress.

The three general categories of examinations are:

a. The Written Examination

b. The Performance Examination

c. The Oral Examination

a. The Written Examination is the most prevalent and can be given in a number of forms. The most common written examination is the Essay Type. It provides an appraisal of the ability of the student to organize and express his thoughts, his knowledge of the subject, and his use of the Anglo-American language. The short answer test is a written examination that comes in a variety of forms and covers a wider range of material in a shorter period of time.

Written examinations can be adapted to the number to be tested. For small groups of students an essay examination is easier to prepare although it will be more difficult to grade. For a larger group, a short answer examination may be appropriate. It is more work to prepare, but is easier to mark and is more objective than the essay type. It is desirable to give a combination of the two examinations during in-service training. It is important to test the ability of the students to express themselves in writing, as well as their comprehension of the subject matter.

Written examinations come in a variety of forms, some of which are more adaptable to a particular situation than to others. Let us consider some of the types of written tests.

(1) Essay Test

In the essay test, the student is required to explain certain points, write a description, or make a comparison.

Example of essay type questions;

* Describe the characteristics that would lead you to suspect that a person is a drug addict.

* Explain the reasons for the requirement to warn a person of his rights when placed under arrest.

* Situation: You respond to a telephoned complaint of an assault. When you arrive at the scene, you observe one man striking another with a baseball bat. You stop the fight and place the assailant under arrest. He refuses to go with you. You note that a hostile crowd has gathered close by and may interfere with your taking the accused into custody.

Question: Explain what you would do in this situation and the reasons for your actions.

(2) The Multiple Choice Test

Each item on this examination consists of a "stem" which states a problem, asks a question, or is an incomplete statement. It then offers several alternatives which are possible answers. Only one of these alternatives must be the correct answer, the best of the alternatives offered.

Directions for answering questions: Use only pencil for answering questions; for each question choose one answer that you believe most acceptable from among the choices listed; record your answer by filling in the appropriate space on the answer sheet, under the letter which precedes your choice; should any answer require correction, old answer must be erased completely (double or multiple answers will be counted wrong).

Example of Multiple Choice question;

* A writ of Habeas Corpus is a court order to

a. desist from a course of action.

b. produce documents in court.

c. produce the detained person in court.

d. dismiss a defendant after failure to indict.

The answer c. should be marked on the answer sheet as shown.

a b c d
// // // //

(3) The True-False Test

This examination consists of a number of statements which students must identify as true or false.

Directions: Each of the statements listed below are either true or false. If any part of the statement is false, then the entire statement is false. Read each statement carefully and mark your answers on the answer sheet under the T if the statement is True and under the F if the statement is False.

Example of True-False question;

* The Corpus Delicti consists of the basic facts which are necessary to prove that a crime has been committed.

T F
// //

(4) The Matching Test

This test consists of two columns of related words, phrases, or symbols. The student is required to match each item in one column with the item in the other column to which it most closely relates.

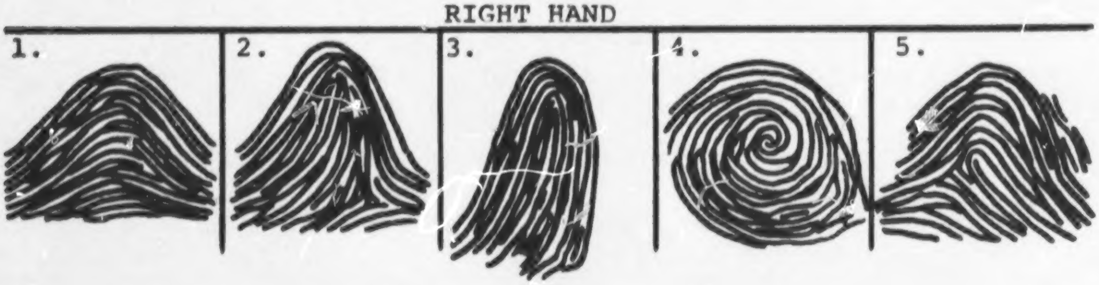
Directions: Column I contains words or combinations of words used in criminal or civil process. The meanings or definitions of these words or combinations of words are listed in Column II. Write the numbers preceding the items in Column I in the blank spaces preceding their appropriate definitions in Column II.

I	II
1. *Habeas corpus*	_____The substantial and fundamental fact necessary to prove the commission of a crime.
2. *Amicus curiae*	_____Bluish discoloration of a portion of the body caused by capillary oozing after death
3. Post mortem lividity	_____Friend of the court
4. *Corpus delicti*	_____You should have the body
5. Cadaver	_____A dead person
6. Ulnar Loop	_____A type of fingerprint

The value of this examination is that it tests a student's ability to recognize relationships that he should know. It is objective, easy to score, and quickly answered.

(5) Identification Test

This examination tests the student's ability to recall the correct names of things. It can be substituted for the matching test, when you plan to have the students recall the names of given objects.



Directions: Write the number in front of the name of the fingerprint pattern it represents.

__4__ Whorl __1__ Plain Arch __5__ Radial Loop __2__ Tented Arch

__3__ Ulnar Loop

(6) The Listing Test

This test requires the student to supply a list of terms or characteristics relating to a subject that was taught in the course.

Directions: In the blank spaces below, list the elements that are characteristic of common law Burglary.

1. Breaking and entering of the dwelling house of another;
2. in the nighttime;
3. with intent to steal.

(7) The Completion Test

This requires the student to supply one or more key words that have been omitted from a statement to make it accurate and complete.

Directions: Fill in the missing word or words that will make each statement complete and true.

Example of a Completion Test question;

* Information indirectly received, such as evidence which a witness had heard from others, but which did not originate with him, is known as hearsay evidence.

The Performance Examination is the most reliable criterion of the trainee's level of achievement. It measures his ability and points out weak areas in his performance. It is the most valid measure of the student's ability to perform the skills he was taught. It permits the instructor to test only a few students at a time. The examination consists of a check sheet listing all steps in the performance which the student is required to perform.

This test may be given in a variety of situations such as directing traffic, responding to a complaint, rendering first aid, stripping and assembling weapons, demonstrating comealong holds, observing a crime scene, etc.

The Oral Examination is valuable in judging the student's retention and knowledge of the subject. It reveals how the student develops his ideas and his facility in expressing himself. Emotional stability and other personality characteristics can also be observed during an oral examination.

The administration of a written, performance, and oral examination to the same candidate will obviously provide a more comprehensive evaluation of the success of his participation in the training program than if only one of these examinations were used.

4. The Administration of a Written Examination Other Than a Quiz.

a. Select a suitable room or area. It should be quiet with no disturbances or distractions, and have sufficient space for the size of the group or the skills to be tested.

b. Instruct the examiners in the following points:

(1) checking of students to make sure the correct person is taking the test.

(2) seating of students.

(3) when to distribute test papers.

(4) when to begin the test.

(5) when to terminate the test.

(6) instruction for students, e.g.,

  (a) no conversation.

  (b) whether they are, or are not, permitted to refer to books.

  (c) length of examination.

  (d) materials to be used.

  (e) what to do when the examination is finished.

(7) handling special situations.

  (a) student desires to go to toilet.

  (b) cheating.

(8) collection of test papers.

(9) grading of test papers.

  (a) model answers for essay type.

  (b) key marking form for short answer.

SUMMARY

Examinations are the means of evaluating the effectiveness of the instruction. The examination is:

a. a basis for comparison of students

b. a good motivation device

c. an aid to the instructor in evaluating his instruction

d. an indication of the progress of a class

e. a help in the selection process.

Educators are generally well versed in types of tests and their administration. They should be consulted.

There are three classes of tests.

1. The Written Examination.
    a. Essay
    b. Short answer type has many varieties.

2. The Performance Examination is the most reliable as it indicates how the trainee applies the lessons taught to him.

3. The Oral Examination reveals the trainee's facility in expressing his thoughts.

Types of written examinations.

a. The Essay Test
b. The Multiple Choice Test
c. The True-False Test
d. The Matching Test
e. The Identification Test
f. The Listing Test
g. The Completion Test

CHAPTER 10

RESOURCES

In planning and operating a training program there are many areas of consideration that should receive the benefit of expert advice and assistance. The sheriff should make use of the support he already has available, such as: technical advice; materials; and, instructional talent.

Instruction in law enforcement subjects must of necessity involve the role of other governmental agencies as well as community components. Each agency has something to offer that will enhance the overall program.

The planning and training committees should consider every possible resource and select those which are appropriate and practical for the objectives of the program.

This chapter will suggest a number of resources for such consideration.

1. Your Own Staff. You are the best judge of the capabilities of your staff members to perform any of the required functions. If they fall short of the standards you desire, perhaps they can be developed to reach that level of capability. There are many schools providing Police Instructor Training Courses. Some of these courses are of but a few days duration, others may require several weeks of participation.

The advantages of using your own staff are:

a. It is a leader's responsibility to develop his own staff.

b. Members learn while performing. Planners and administrators sharpen their abilities in these functions. The instructor must know his subject thoroughly; hence, he studies and learns in the process of preparation and instruction.

c. Your staff is more closely identified with the training subjects because its members relate to their area of jurisdiction.

Therefore, they can draw upon local resources for assistance and apply lessons to local conditions.

d. You have better control over the schooling.

2. Experienced Leadership. Why go through the process of trial and error when you can benefit by the experience of others in initiating and operating a training program?

If not available from your staff, such assistance may be obtained from the staffs of other law enforcement agencies or from national law enforcement service organizations such as:

The National Sheriffs' Association
Suite 209, 1250 Connecticut Avenue
Washington, D. C. 20036

The Federal Bureau of Investigation
Washington, D. C. 20535

The Traffic Institute, Northwestern University
1804 Hinman Avenue
Evanston, Illinois 60204

Southern Police Institute
University of Louisville
Louisville, Kentucky 40208

International Association of Chiefs of Police
1319 18th Street, N. W.
Washington, D. C. 20036

Bureau of Narcotics and Dangerous Drugs
U. S. Department of Justice
1405 Eye Street, N. W.
Washington, D. C. 20537

American Correctional Association
Woodbridge Station
P. O. Box 10176
Washington, D. C. 20018

National Council on Crime and Delinquency
44 East 23rd Street
New York, New York 10010

Assistance may also be obtained from the state-level peace officers' standards and training commissions which exist in many states.

These organizations are excellent resources for consultation services, materials, and personnel to manage or participate in every phase of a training program. Their staffs are composed of experienced men of proved ability in their specialization. From their ranks you can find men who have had the experience of organizing, administering, and operating a training program as well as evaluating law enforcement departments and determining training needs. The standards for the profession, developed by each, could very well serve as the basis for the objectives of the program.

For further information about state-level peace officers' standards and training commissions, contact the Professional Standards Division, International Association of Chiefs of Police, 1319 18th Street, N. W., Washington, D. C. 20036.

3. Other Law Enforcement Departments Desiring to Collaborate.

Neighboring counties may have a similar desire to establish a training program. Combining for a collaborative arrangement will result in:

a. reduced costs in obtaining space, materials, equipment, and instructors.

b. a pooling of talent for all phases of a training operation.

c. benefiting by the exchanging of information from trainees coming from different jurisdictions.

d. a higher quality of instruction.

Such regional training arrangements may be attended by officers from other departments concerned with law enforcement, such as; parole officers, industrial security officers, and correction officers. They add much to the classroom discussions that will be of benefit to all trainees.

4. Government Department at the National Level.

a. The Law Enforcement Assistance Administration, Department of Justice, Washington, D. C., 20530.

The LEAA conducts a nationwide program of federal aid to state and local governments for improvement of their criminal justice systems.

The program is designed to reduce crime and increase the safety of all Americans. It operates in several ways:

--Planning and action funds go to states, cities and counties to help modernize law enforcement agencies, corrections systems, and the courts.

--Through research, LEAA seeks to develop new ways to reduce and prevent crime, new law enforcement equipment and technology.

--LEAA teams give technical assistance in such fields as law enforcement operations, prisoner rehabilitation, disorders prevention and control, police-community relations, organized crime.

--Grants and loans from LEAA finance college studies by criminal justice personnel and students preparing for criminal justice careers.

The LEAA program is unique in the nation's law enforcement history--a partnership among federal, state, and local governments. LEAA gives financial and technical assistance. State and local governments not only match those funds but bear the major burden of labor in carrying out improvement programs.

Across-the-board improvements are vital and LEAA is giving major attention to:

--Developing more effective crime prevention programs and techniques to help law enforcement agencies apprehend more suspected offenders. There are more than 4.5 million serious crimes reported in the nation annually.

--Developing new programs to aid the courts. Case backlogs are so great in some areas they cause delays of up to two years between arrest and trial.

--Developing programs to rehabilitate offenders. Estimates indicate between 40 and 70 percent of former inmates commit new crimes after release from prison. Rehabilitation means crime prevention.

Contact LEAA for further information and publications, including a general LEAA brochure, "A Program for a Safer, More Just America." Contact the Office of Law Enforcement Programs at LEAA's Washington headquarters--telephone (202) 386-3134--or your LEAA regional office. Regional office addresses and states served are:

Region 1--Boston: Regional Director, Law Enforcement Assistance Administration, Department of Justice, 1702 Post Office and Courthouse, Boston, Massachusetts, 02109, Telephone (617) 223-7256 or 6200. States served: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, and Vermont.

Region 2--Philadelphia: Regional Director, Law Enforcement Assistance Administration, Department of Justice, 928 Market Street, Philadelphia, Pennsylvania, 19107, Telephone (215) 597-7846 or 7847. States served: Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, Puerto Rico, Virgin Islands, and West Virginia.

Region 3--Atlanta: Regional Director, Law Enforcement Assistance Administration, Department of Justice, Room 985, 730 Peachtree Street, N. W., Atlanta, Georgia, 30308, Telephone (404) 526-3556. States served: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee.

Region 4--Chicago: Regional Director, Law Enforcement Assistance Administration, Department of Justice, Room 121, O'Hara Office Center, 3166 Des Plaines Avenue, Des Plaines, Illinois, 60018, Telephone (313) 299-3339. States served: Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin.

Region 5--Dallas: Regional Director, Law Enforcement Assistance Administration, Department of Justice, Room 407-C, 500 South Ervay Street, Dallas, Texas, 75201, Telephone (214) 749-2958. States served: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.

Region 6--Denver: Regional Director, Law Enforcement Assistance Administration, Department of Justice, 1961 Stout Street, Denver, Colorado, 80202, Telephone (303) 837-4784. States served: Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Wyoming, and Utah.

Region 7--San Francisco: Regional Director, Law Enforcement Assistance Administration, Department of Justice, Suite 111, 1838 El Camino Real, Burlingame, California, 94010, Telephone (415) 341-3401. States served: Alaska, American Samoa, Arizona, California, Guam, Hawaii, Idaho, Nevada, Oregon, and Washington.

b. The Federal Bureau of Prisons, Department of Justice, 1st and Indiana Avenue, N.W., Washington, D. C. 20530. This bureau offers the use of its jail inspectors for assistance in training programs. A Jail Administration Correspondence Course is available without charge. Courses in correction in junior colleges provide training material for state institutions and county jails. Technical advisory services are available on request. The Bureau's booklet, "New Roles for Jails," makes interesting reading. At this writing several institutes for training are being established.

c. The Federal Bureau of Investigation, Department of Justice, Pennsylvania Avenue at 9th Street, Washington, D. C., provides training programs, publications, and materials for all levels of law enforcement personnel. The FBI National Academy admits two hundred qualified law enforcement officers for training annually. At present the course is of twelve weeks duration. At this writing it is planned to increase the number of law enforcement officers to be admitted to 1200 a year and to provide short term specialized training courses.

The graduates of the National Academy and other FBI schools offer an excellent resource for personnel for training programs.

The services of the FBI are best expressed in the words of the Director, J. Edgar Hoover, "Law enforcement has advanced rapidly during the past three decades. The factors contributing to this progress are numerous, but none is so well defined as training. The police officer is called upon to undertake an endless variety of difficult, complicated, and often dangerous tasks. If he is to succeed in this, he must have certain qualities of character, the basic skills of his profession, and an intense determination to be a good officer. In addition, however, he must have the training which is so essential in fitting him for the job he faces.

"It is toward this end that the FBI offers to local, county, and state law enforcement agencies our full resources for the training of personnel. Together, we can guarantee the continued progress of law enforcement."

d. U. S. Department of Health, Education, and Welfare, Youth Development and Delinquency Prevention Administration, Washington, D. C. 20201. For publications on matters in regard to Juvenile Delinquency.

e. The Treasury Department, 15th and Pennsylvania Avenue, N.W., Washington, D. C. 20220. For training assistance on currency, customs, and narcotics.

f. Department of Defense, The Pentagon, Washington, D.C. For collaboration with Armed Forces Police. It publishes an excellent library on technical subjects related to law enforcement and training which may be obtained through the U.S. Government Printing Office. It also makes available training films which are applicable to law enforcement training. The Provost Marshal of your nearest service post will probably be glad to assist you or join you in a training program.

5. National Organizations.

a. The National Association for Mental Health, 10 Columbus Cricle, New York, New York 10019. For information on recognizing and handling abnormal people and training films concerned with disturbed people, suicidal persons, and alcoholics.

b. National Institute of Mental Health, 5454 Wisconsin Avenue, Chevy Chase, Maryland 20203. The Center for the Studies of Crime and Delinquency has useful publications.

c. American Red Cross, 2025 E Street, N.W., Washington, D. C. Arrangements for materials and instructors in First Aid.

d. American Association of Junior Colleges, One Dupont Circle, N. W., Suite 410, Washington, D. C. 20036. For excellent publications on law enforcement training and education including colleges offering Police Science degree programs.

6. Educational Institutions.

A compilation of Junior Colleges, Colleges, and Universities offering degree programs, institutes, and special courses, would be too large a list to include in the Manual. Furthermore, because of the impetus of the Law Enforcement Education Program of the Law Enforcement Assistance Administration, the list would soon be outdated. Suffice it to say that almost every county has access to a school of higher education to assist in staff training and education.

7. Business Organizations.

a. Industrial corporations have a public relations expert and a plant security manager who can add to the program.

b. A photographic company may supply an expert in photography.

8. Community Agencies.

a. The midical examiner for instruction in evidence and autopsies.

b. Alcoholics Anonymous for instruction on understanding and handling the alcoholics.

c. Representatives of various special interest groups, e.g., religious, social, racial, ethnic, etc.

SUMMARY

There is a wealth of services and resources available to the law enforcement administrator who wishes to initiate a training program. Many of these are available simply for the asking. Others can be quite expensive. All will require a great deal of time and effort. The expenditure necessary to start a training program will depend a great deal upon the administrator's desire, initiative, and ability to improvise. However, expenses incurred in developing and conducting training programs should be looked upon as an investment in the future. The development of a comprehensive training program is but one small step down the long road to true professionalization. It is, however, unquestionably the most important step.

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